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ABSTRACT

This resource provides supplementary materials on coping skills for success in balancing work and family responsibilities for use in competency-based programs. Twenty modules are divided into six areas dealing with individual growth and development and one area dealing with child development. The six individual growth and development areas (and module topics) are (1) manage and organize (life plan development, factors that influence personal interactions and goal setting), (2) ensure health and safety (self-fulfillment, impact of individual needs, family strengths, the family life cycle), (3) ensure health and safety (reduction of personal stress), (4) maximize resources (community resources, use of resources to achieve personal goals, choice of child care providers), (5) interact with others (communication skills, interaction skills), and (6) cope with change (impact of family and career changes on individuals, role expectations, coping skills, family philosophy regarding role sharing, communication about role expectations, multiple roles of working couples). The child development topic is meet basic needs (developmental characteristics of children, discipline). Contents of each module include the competency/skill, performance objective, student learning objectives, student learning activities, and evaluation activities. Any necessary handouts are provided. (YLB)

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BALANCING WORK & FAMILY RESOURCE MATERIALS

FOR USE IN THE CONSUMER & HOMEMAKING SECONDARY CLASSROOM

CE047115

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July, 1986

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BALANCING
WORK & FAMILY
RESOURCE MATERIALS

FOR USE IN THE CONSUMER & HOMEMAKING SECONDARY CLASSROOM

Kay Shores, Project Director
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ADAPTED FROM
MINNESOTA BALANCING WORK AND FAMILY CURRICULM

ARIZONA CENTER FOR VOCATIONAL EDUCATION
CENTER FOR EXCELLENCE IN EDUCATION
NORTHERN ARIZONA UNIVERSITY
FLAGSTAFF, ARIZONA 86011

July, 1986

FOREWORD

CONSUMER AND HOMEMAKING TEACHERS:

The Arizona Department of Education, Vocational Education, Home Economics Division, has funded a project designed to assist employees in applying Consumer and Homemaking skills to their lives. (Project title: Balancing Work and Family).

This resource for secondary Consumer and Homemaking programs is an outgrowth of the above project. The modules have been matched with Essential Living Skills Competencies and have been designed to be used in your competency based program. Feel free to use these resources to supplement other materials you are already using--this is not a total curriculum for Consumer and Homemaking.

I would like to give special thanks to the Arizona Center for Vocational Education and to Kay Shores, Project Director, for conducting this project. Their assistance has been essential to the development of these resource materials.

MARY LEWKOWITZ
State Supervisor
Home Economics Education

ACKNOWLEDGEMENTS

This resource has been adapted from the Balancing Work and Family curriculum published by the Minnesota Vocational Education Work and Family Institute.

We wish to recognize Dr. Linda Loomis, consultant; Beth Packard, Special Projects Supervisor; Kathy Dunn, Professional Development Supervisor; and Mary Lewkowitz, State Supervisor of Home Economics Education, for their contributions to the successful completion of the project. We hope you will use these resource materials in preparing students in your classroom to balance work and family responsibilities.

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Balancing Work and Family

EXECUTIVE SUMMARY

Today's employees are under a great deal of pressure as they try to balance work and family responsibilities. The workplace tends to operate under rules and procedures that were formulated when a largely male workforce was supported by a spouse who did not work outside the home. "...Our employment system continues to operate largely as though workers had no families," Secretary of Labor William Brock stated at the 1985 AFL-CIO convention.

Many families continue to act under assumptions about role sharing or standards or other aspects of family life which worked well at one time, but create problems when there no longer is a full-time homemaker. A 1985 Boston University study on "Balancing Job and Homelife" found that *married* women with children actually spent ten hours more per week on job, homemaking and child care responsibilities than *single* women with children. The study found that a married male parent spends 19 fewer hours per week on the same tasks than a married female parent.

Less than 6% of the population fits the "working dad, housewife mom with two children" scenario. Today more than 60% of women aged 18 - 64 are in the workforce, as compared to less than 30% in 1947. Dual career families have increased 120% since 1960. Single parent families will continue to grow at five times the rate of "traditional" families. More than 50% of mothers with children under age 18 are now employed. For mothers with children under age 1, this is a 95% increase since 1970, a 75% increase for mothers of children under age 2 and a 30% increase for mothers of children under age 3.

Secondary students will soon be affected by the work-family conflict as they enter the labor force. This issue may be linked to poor performance on the job, including absenteeism, tardiness, and low productivity. It may be linked as well to child abuse, divorce and stress-related illness.

The goal of this project was to provide you with readily accessible and easy-to-use resource materials that could be used as part of a larger unit or entirely on their own as a supplement to other courses of study.

The goal of Home Economics Programs is to provide students with life-coping and job-readiness skills. We hope that you will use this resource to help students learn coping skills for success in balancing work and family responsibilities.

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INDIVIDUAL GROWTH AND DEVELOPMENT: MANAGE AND ORGANIZE

Module 1: Develop a plan to obtain desired lifestyle

COMPETENCY/SKILL: Demonstrate goal-setting and decision-making skills to develop short and long-range plans.

PERFORMANCE OBJECTIVE:

1. Condition: Given parents who work outside the home
2. Task: Individual will be able to develop a plan to obtain desired lifestyle
3. Standard: As evidenced by mutual agreement to work and family situations

STUDENT LEARNING OBJECTIVES:

1. Identifies reasons why people work outside the home.
2. Comprehends job/family concerns shared by many working parents.
3. Plans to satisfy work and family needs through developing short and long range goals.

STUDENT LEARNING ACTIVITIES:

1. a. Interview five working parents. Ask each parent the following two questions: "Why do you work? Do you, at times, experience conflicting values and emotions about your two roles of parent and employee?"

   b. After completing the five interviews, list reasons why people work outside the home.

2. a. The teacher will ask each student to share their findings from the first interview question.

   b. The teacher will make three columns on the chalkboard. The top of the chalkboard will read, "Why do people work?" Answers are written on the chalkboard in three columns which are not labeled until after the lists are completed.

   c. The teacher then labels the lists as economic, social and personal. Some reasons may fit in more than one column.

   d. The students share their reactions to the lists and discuss how some of the items are operating in their own life.

3. a. In small discussion groups, students will each share their answers to the second interview question, "Do you, at times, experience conflicting values and emotions about your two roles of parent and employee?"

b. One student in each discussion group will record the values and emotions discussed.

c. The teacher will ask each group leader to share responses from their small group with the entire class. Answers may include the following

1. Guilt and justifying role of parent working away from home.
2. Cannot be flexible about completing tasks or being where you are needed most, either at work or home.
3. No time for yourself.
4. Child care and sick children.
5. Transitions between work and homes.
6. Time and energy needed to serve as teacher, nurturer and role model for children.
7. Feelings of inadequacy to do everything.
8. Behavior and development of children and how they are affected by parents working.
9. School performance of children.
10. Children will feel lonely and rejected.

EVALUATION ACTIVITY: Have pairs of students role play from situation cards on Attachment 1.1. Look for mutual agreement to work and family situations. Use the following criteria:

YES	NO	
____	____	1. Discusses lifestyle needs and wants.
____	____	2. Uses compromise and active listening skills.
____	____	3. Sets short and long term goals
____	____	4. Develops a plan to obtain desired lifestyle.

SITUATION CARDS

Pair A

Henry is a lawyer and Susan is a school teacher. Henry values having lots of money in the bank. Susan wants to use all the cash on hand to satisfy immediate needs. Susan values sending their children, ages 1 and 3, to the most expensive child care facilities in town. Henry wants to vacation two weeks a year, while Susan thinks the family needs to vacation 3-4 days four times a year. Henry and Susan are presently living in a small two bedroom home. Susan wants to purchase a new, larger home this year but Henry thinks they should wait. Susan has recently been depressed at work. She thinks that the demands of homemaking and working are creating the depression.

Discuss Henry and Susan's lifestyle choices, values and priorities. Set short term and long term family goals for Henry and Susan.

Pair B

Bob is an auto mechanic and Joan is a secretary. Bob spends his money as soon as he makes it. Joan is careful about money. She enjoys saving money for anticipated needs and wants. Bob and Joan rent a two bedroom mobile home. Joan would like to buy a home as soon as possible. Joan and Bob spend very little time with their three children, ages 6 months, 2 1/2 and 7. Bob has complained lately that he doesn't like the way their oldest child is doing in school.

Discuss Bob and Joan's lifestyle choices, values and priorities. Set short term and long term family goals for Bob and Joan.

Module 2: Identify factors which influence personal interactions and goal setting within a family and at work

COMPETENCY/SKILL: Demonstrate goal-setting and decision-making skills to develop short and long range plans.

PERFORMANCE OBJECTIVE:

1. Condition: Given individual or family members who are setting short and long range plans.

2. Task: Individual will be able to identify factors which influence personal interactions and goal setting with family and at work.

3. Standard: As evidenced by responses to "Framework for Parenting and Working" question.

STUDENT LEARNING OBJECTIVES:

1. Knows seven factors which comprise a framework for parenting and working.

2. Identifies factors which influence personal interactions and goal setting within a family and at work.

STUDENT LEARNING ACTIVITIES:

1. a. Distribute attachment 2.1 to the class.

   b. Draw a framework, as illustrated on the attachment, on the chalkboard.

   c. Have students read the handout.

   d. Start with "values". Write the word in the center of the figure. Have students define the term and give examples.

   e. Do this for all seven terms: values, rules, authority, listening and speaking skills, problem solving skills, individual differences and goals.

2. Have students view a family T. V. show such as Bill Cosby. Have students apply the framework factors to the show.

   a. Relate the facts: What activities were the family members doing? Where and when did they take place?

   b. Make inferences based on the facts: What were the motivations and feelings of the family members?

   c. Interpret the facts and inferences in terms of the concepts in the framework:

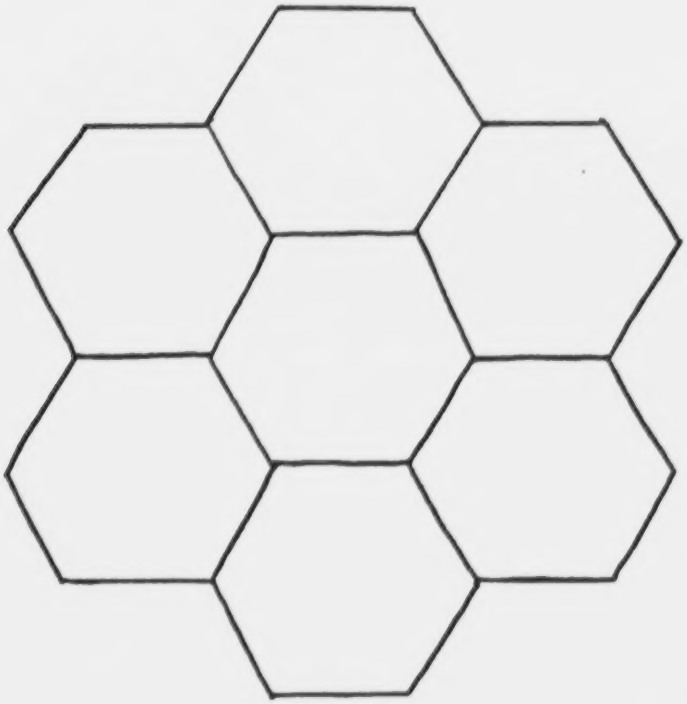
      -What values were evident?
      -What goals did the parents seem to have for the children? Long term? Short term?
      -What were some family rules?
      -Did you see any instances in which authority was expressed?
      -How were listening and listening skills used?
      -Did any problems arise? How were they resolved?
      -What individual differences represented?

EVALUATION ACTIVITY: Framework for Parenting and Work (See Attachment 2.2)

Attachment 2.1

A FRAMEWORK FOR PARENTING AND WORKING

This Framework is to help understand the factors, each related to and dependent on each other, that, consciously or not, are active in parent/child relationships and in work relationships.



VALUES is the core component of the Framework. Values influence all the other factors of the Framework. Values are beliefs and attitudes that influence our thoughts and behavior. Some values may change over time.

It is important that parents are clear and consistent about what they value and what priority they put on their values. Most grown children will adopt family values if they have been clearly and consistently demonstrated and talked about. We must practice what we preach, and preach what we practice.

GOALS for parenting - What do I really want for my child?
Ask yourself these questions:

1. How do I want my child to feel about her/himself?
2. How do I want my child to feel about me?
3. How do I want my child to feel about her/his relationships with others?
4. How do I want my child to feel about her/his capabilities (strengths and weaknesses)?
5. What are some concrete goals you have for your children?
6. Do these concrete goals reflect some of your values and/or some unresolved goals of your own!

Goals reflect values and determine rules.

RULES teach children appropriate behavior and reflect family values and goals.

Rules deal with the logistics of a family sharing space and time.

Rules can be spoken or they can be silent.

Rules change over time.

AUTHORITY - This is an area of power and control and respect.

1. Authoritarian control requires obedience.
   Therefore the parent has all the power.

2. Permissiveness confuses giving in with respect.
   Therefore the child has all the power.

3. Authoritative is a way to include respect with power and control. Parents are primarily concerned with <u>each</u> family member's wants and needs.

LISTENING AND SPEAKING SKILLS

If positive self-esteem and mutual respect are part of the family value and goal system, then all the persons involved will find it necessary to develop skills of both clear speaking and careful listening.

Some parents do a lot of speaking, but are not doing much listening. Other parents listen to other people, but never share their own feelings or ideas.

CREATIVE PROBLEM SOLVING

Problem solving, if it is to be consistent with considering each family member's wants and needs, takes time and energy.

It is related to listening and speaking skills.

It requires the involvement of all family members.

INDIVIDUAL DIFFERENCES

Each member of a family is a unique individual with special wants and needs as a result of the following variables:

1. Age and Stage of Development - Age of Stage of Development progress for all people from birth to death. It is a continuous, life-long process. Reaching adulthood does not mean that development is "complete."

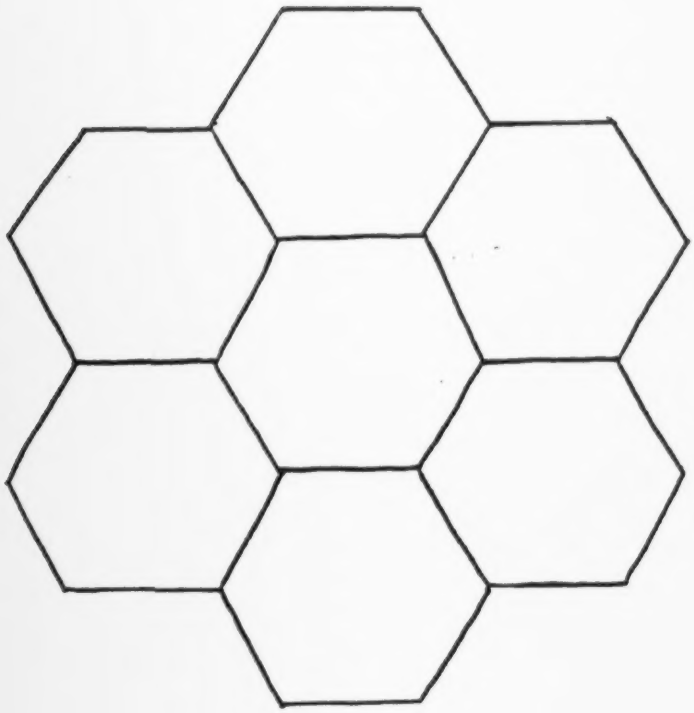
2. Personality or Temperament - People seem to be born with a personality or temperament that may be fairly stable over life.

3. Life Experiences - Each member of a family has a history of different life experiences.

There is an interplay between all three factors, each affecting the others.

FRAMEWORK FOR PARENTING AND WORK

Directions: After viewing a family T. V. show, identify the factors, each related to and dependent on each other, that, consciously or not, are active in parent/child relationships and in work relationships. Enter a different factor in each box below. Also, give an example or a definition of each factor.



INDIVIDUAL GROWTH AND DEVELOPMENT: MEET BASIC NEEDS

Module 3: Plan to improve self-fulfillment

COMPETENCY/SKILL: Evaluate and adapt basic needs to assume roles and reponsibilities throughtout the life cycle.

PERFORMANCE OBJECTIVE:

1. Condition: Given working parents
2. Task: Individual will be able to plan to improve self-fulfillment
3. Standard: As evidenced by ability to state how social support issues impact on the lives of working parents in case situations.

STUDENT LEARNING OBJECTIVES:

1. Identifies types of social support networks for working parents.

STUDENT LEARNING ACTIVITIES:

1. Define and discuss the idea of "social support" with the class. Emphasize that we all have a social support network but it may or may not be adequately meeting our needs. See attachment 3.1 for content.
2. Have a panel consisting of a single male parent, a single female parent and a dual career couple discuss how they receive social support to help them balance the work/family lifestyle. Use attachment 3.2.

EVALUATION ACTIVITY: Social Support Networks (See attachment 3.3)

CONTENT

Social Support

Social support refers to the feelings of esteem, love, respect and belonging we get from our family, friends, co-workers and even our community and our American culture. These sources become our "social support network." While some individuals need or want more social support than others, research has shown that in times of stress or change, social support is very valuable for coping or managing effectively. The support or lack of it that we receive from others depends largely on their values, priorities, standards, expectations, etc. Social support is much broader and different from approval, although it is possible for approval to be a form of social support. We can give (or receive) respect or love and yet not give (or receive) approval.

In studies of support networks it appears that women may be more aware than men of how to "build" their network to meet their needs and their family's needs. One of the important things to be aware of about social support as it relates to the work-family lifestyle, is that women have many support "networks" for their home and family role. And they are doing pretty well at creating support networks at work. Men, however, tend to have a support network that revolves heavily around work and work performance, but are experiencing little social support from their present network for home and family roles (especially for increasing involvement in home and family roles).

Thus, in terms of social support for coupling work and family life, women are much more likely to have friends at work to discuss home issues with than men. The film "Kramer vs. Kramer" pointed out the price a father with custody of his child had to pay for "over-attention" to his family life. While he became open to joys of parenting he had not known before, he also fell off the ladder of corporate success. Results of a Working Family Research Project in Massachussetts in the mid 1970s indicated that men face difficulties in meeting new obligations and demands - not because of personality issues of lack of commitment to family life. Rather the researchers reported, "they stem from inconsistencies between family expectations and the expectations of society; from the structure of men's and women's participation in the labor force; and from deficiencies in men's social support systems."

As our society changes, adapting to the idea of dual employed or single working parents, and as couples (or individuals) seek out friendships with others who are living a similar lifestyle, we will probably see more support for men to increase their involvement in home and family roles. Many are doing so already.

From the world of work, one internationally known company that has special interest groups for employees (primarily various hobby and sports clubs), uses a procedure of getting permission from upper management to be an official club - to be able to meet on the work premises, identify their group with the company, etc. Recently a group interested in parenting decided to request becoming an official "club." Their request was received with surprise but is expected (at this writing) to receive approval. This is an example of a changing corporate culture.

While it is not particularly growth enhancing to surround ourselves with only those who think and live just like we do, it is important that the working family have in their "network" people who relate to the issues working families are experiencing and can be supportive of the lifestyle. It is possible to receive love, esteem, respect, etc. from others who do not share the same work-family lifestyle but we may be more likely to get esteem, support and the sense of belonging from those whose lifestyles are similar to ours.

When attempting to change our standards, if the amount of social support we are comfortable in receiving is reduced, this may make us too uncomfortable to change.

In dealing with families that are negotiating new roles and responsibilities, it is important for family educators to be aware of the following factors that affect the husband/father's ability to participate in family life:

1. Husbands perceive their paid work as their primary contribution to the family.

2. Both husbands and wives may have difficulty relinquishing responsibility for their primary roles in the family, respectively bread-winner and homemaker.

3. Men and women tend to experience community reaction and the reaction of the larger society as a pressure against change in the allocation of responsibility and tasks among family members.

4. Men experience very different social support networks than do women, and these networks tend to preserve traditional roles.

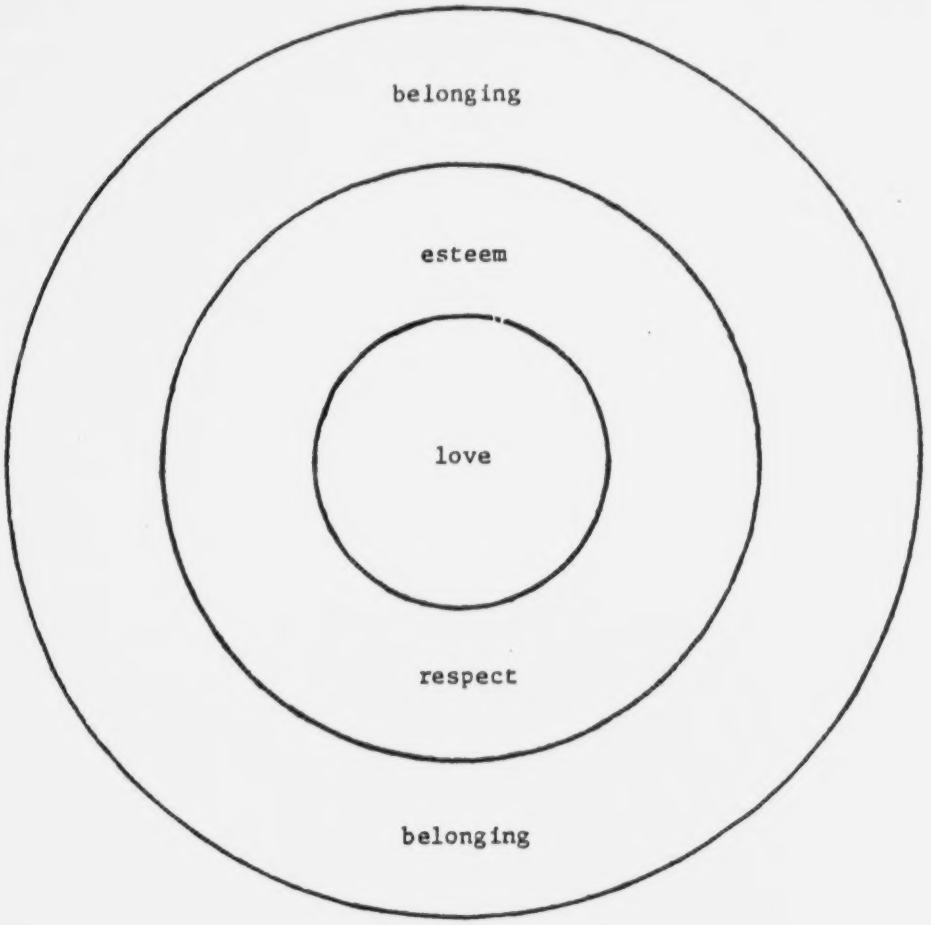
5. The allocation of tasks in the household reflects other aspects of the relationships among family members: the relative importance of earnings in the paid labor force, the balance of decision-making power in the family, and the sense of self-image as a participating family member. It is impossible to change task allocation without affecting these and other facets of family life.

(Taken from October 1979 Family Coordinator, p. 494. Lein, Laura, "Male Participation in Home Life: Impact of Social Support and Breadwinner Responsibility on the Allocation of Tasks.")

Attachment 3.2

MY SOCIAL SUPPORT NETWORK

Map out your support "network." Write in names of people, organizations, groups, etc. you feel are part of your support network. (Some may contribute to several types of support.)



Love - I am cared for unconditionally for who I am.

Esteem - The way I am and what I do is valued and admired.

Respect - My values, beliefs and ideas are recognized and accepted (may or may not be agreed upon).

Belonging - I feel a part of a group; we may not agree on everything, but we still feel close and supportive of each other.

Are some of your sources more focused on you as an employee (employer) rather than as a family member? Place a W by those sources. Place an F by those sources that are supportive of you in your home and family life. Check for balance and some sources that offer both.

SOCIAL SUPPORT NETWORKS

The following anecdotes show examples of how social support issues impact on the lives of working parents. After reading each anecdote, identify the type of social support. State whether it is or is not meeting the needs of the working parent.

1. A father took his seven year old son to the park on a Thursday morning. He had worked extra hours several days and had some "comp time" coming. Since his son had often been asleep before Dad got home from working late, the father had decided they would spend the morning together. At the park, he heard two women talking. One said, "Poor child, his mother must be dead, he's here with his father on a work day."

2. A young farmer's wife went to work to help supplement the family income. She also discovered she enjoyed her work, but it was quite a challenge to handle housework, children, job and occasionally helping around the farm. Her mother, who lived nearby cajoled her, saying "You'll eat up all the extra money you make in new clothes, babysitters and convenience foods." Whenever the young woman confessed she was a bit overwhelmed her mother would remind her of her opinion of the futility of working outside the home. "Besides, " she would say, "Charlie and the kids need you here."

INDIVIDUAL GROWTH AND DEVELOPMENT: MEET BASIC NEEDS

Module 4: Analyze the impact of individual needs on the family

COMPETENCY/SKILL: Evaluate and adapt basic needs to assume roles and responsibilties throughout the life cycle.

PERFORMANCE OBJECTIVE:

1. Condition: Given understanding the family as a system.
2. Task: Individual will be able to analyze the impact of individual needs on the family.
3. Standard: As evidenced by ability to discuss how changes in the family affect the family systems "mobile".

STUDENT LEARNING OBJECTIVES:

1. Comprehends the family as a system.
2. Constructs a family systems mobile.
3. Analyzes the impact of individual needs on the entire family system.

STUDENT LEARNING ACTIVITIES:

1. Discuss the concept of "The Family as a System" with students (see attachment 4.1). Have them identify examples of:
   a. Interdependence
   b. Selective boundary maintenance
   c. Adaptibility to change
   d. Variety of tasks
2. a. Have students construct a family systems mobile (see attachment 4.2).

   b. Encourage students to describe how the family, as a system, functions. Help students recognize that each piece is connected and interconnected. Show them that when one piece of the mobile changes in some way: is added, taken away or changes position, all pieces change location, and the mobile needs to be balanced once again, resulting in a new balance point.

EVALUATION ACTIVITY: Teacher-determined.

Attachment 4.1

Content

Understanding the Family as a System

Many family experts now look at the family as a system. In the past the idea of system was applied to the blood (circulatory system) or to a river (tributary system) or a group of devices that form a network for distribution or services (heating system, park system, highway system).

Systems are composed of complex components or factors that are directly or indirectly related in a causative network. Each component is related or interacts with others in a more or less stable way within a given period of time.

Looking at the family as a system, it's member's initiate activity as well react to the activities of others. The family performs tasks as it experiences it's series of expected life changes. More specific to the definition of a system:

1. The positions held by family members (factors) are interdependent.

2. The family constitutes a unit through selective boundary maintenance.

3. The family has adaptability to change and initiates change.

4. The family performs a variety of tasks throughout the life span, meets the needs of it's members, other societal agencies and as a result continues on and on.

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Attachment 4.2

FAMILY SYSTEMS MOBILE

Materials needed:

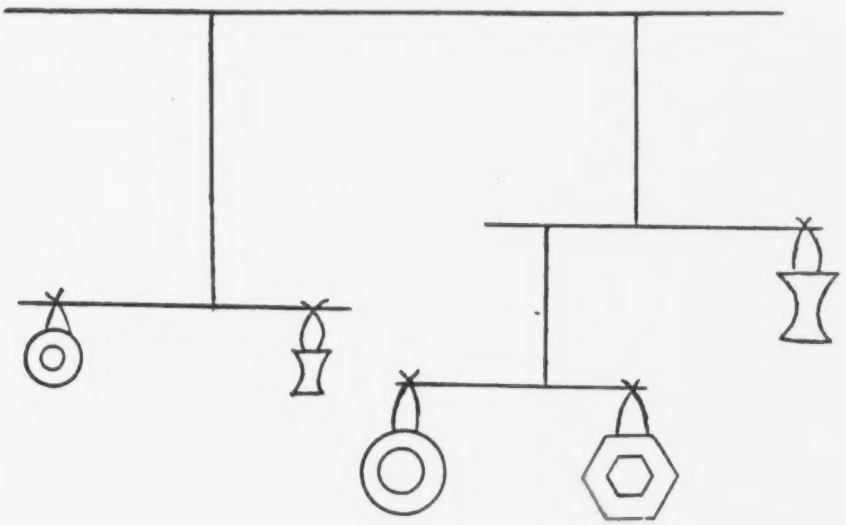
For Mobile Arms:

- Use wire, dowels, cardboard, branches, etc.

For Family Members:

- Hang feathers, wooden curtain hooks with pictures, thread spools, drinking straws, specific objects to symbolize an interest of each family member (teething toy, tinker toy, kitchen utensil, nature object...)

Construct The Mobile by putting an item on the arms for your original family unit, Then begin to add and take off units to symbolize changes in your family. Note how these changes effect the other pieces on the mobile and a balance needs to be restructured. With a new balance comes a new balance point.



INDIVIDUAL GROWTH AND DEVELOPMENT: MEET BASIC NEEDS

Module 5: Analyze strengths of own family

COMPETENCY/SKILL: Evaluate and adapt basic needs to assume roles and responsibilities throughout the life cycle.

PERFORMANCE OBJECTIVE:

1. Conditions:

   a. Given family unit.

   b. Given well-adjusted family members.

2. Task: Individual will be able to analyze strengths of own family.

3. Standard: As evidenced by completion of "Strengths of Own Family" sheet.

STUDENT LEARNING OBJECTIVES:

1. Knows typical characteristics of "strong" families.

2. Analyzes strengths of own family.

STUDENT LEARNING ACTIVITIES:

1. Discuss attachment 5.1, "Characteristics of a Strong Family".

2. Have students view a family TV show and record examples of the six characteristics. Did any students see other traits which are not on the list?

EVALUATION ACTIVITY: Complete attachment 5.2. Have students share their families' strengths. Look for examples which relate to charateristics of a strong family.

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Attachment 5.1

CHARACTERISTICS OF A STRONG FAMILY

Recently Nick Stinnett and John DeFrain, both on the faculty of the Department of Human Development and the Family at the University of Nebraska, conducted a Study of Family Strengths. This study was designed to look at successful, happy families to assess what characteristics they had in common. The following strengths were found to be present in these families:

1. Show appreciation for one another - Family members notice and praise the positive qualities in other family members. This provides an atmosphere of warmth and support and encourages family members to continue to develop these positive qualities.

2. Time is spent together - Activities together, doing both household tasks and leisure activities, are built into the family schedule. Families build up a reserve of good feelings which bolster them when troubles come.

3. Good communication patterns - Families spend a lot of time talking to each other. When they fight they are able to get the conflict into the open and share their feelings.

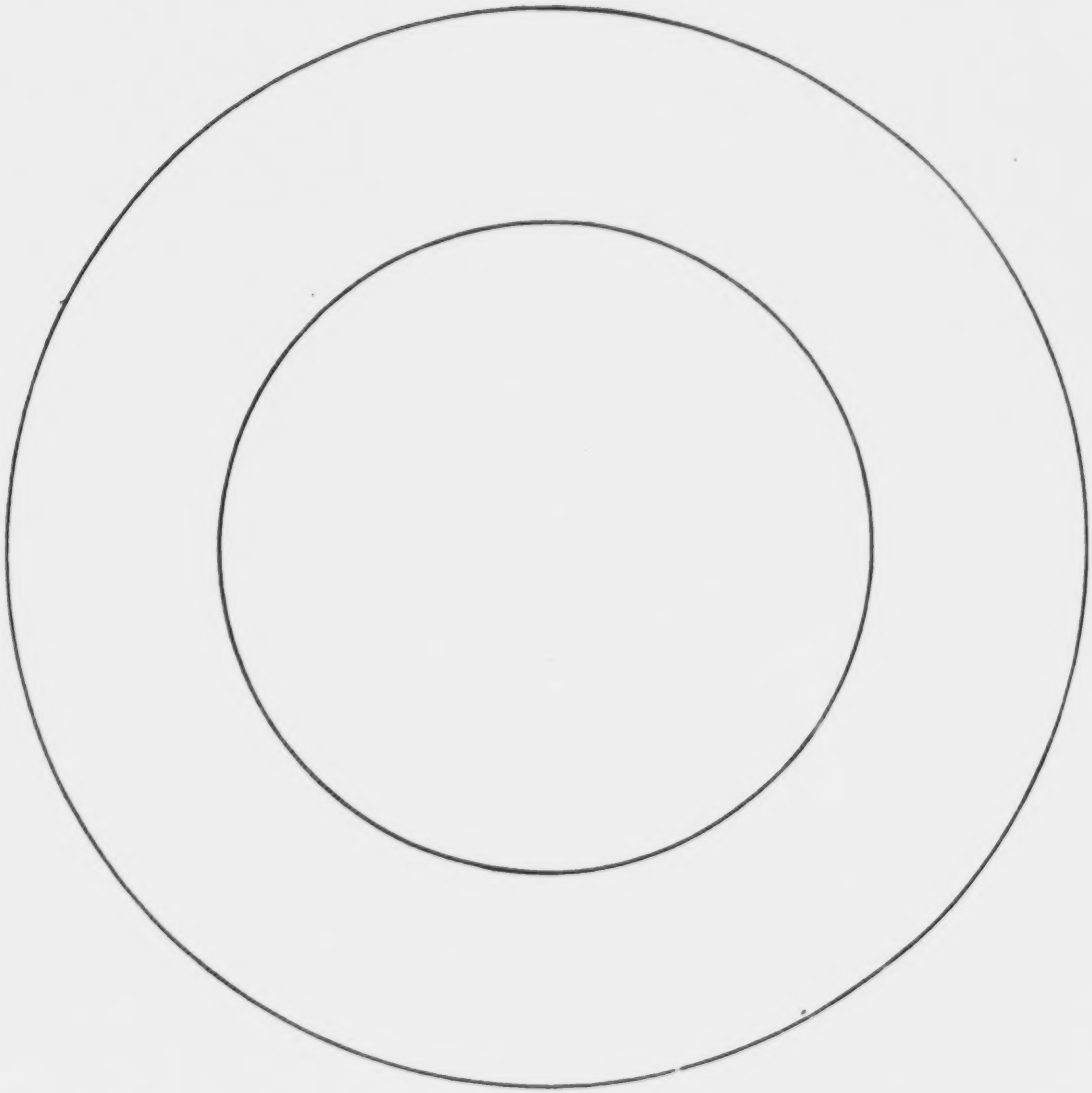
4. Committed to the family group - When their lives seem fragmented or the joy in being together seems gone, they rearrange priorities and put their family first for awhile. Other outside activities are demoted to second place to make time for the family.

5. Tend to be religious - There is a high degree of spiritual life present. Most of the families attend church or synagogue regularly, take part in other church activities and have prayer or Bible reading in the home. This shared religious life provides the family with common values and a major source of strength.

6. Deal with crisis positively - The families confront many crises, but in dealing with them they have two things in common: 1. they have the ability to see something positive in the situation, and 2. they join together as a family to deal with the crises.

Attachment 5.2

MY FAMILY STRENGTHS



Within the smaller circle - list your family's most valued strengths.

Inside the outer ring - list other traits that you view as family strengths.

Module 6: Describe role, responsibility and expectations of individuals and family members during each stage of the family life cycle

COMPETENCY/SKILL: Evaluate and adapt basic needs to assume roles and reponsibilities throughout the life cycle.

PERFORMANCE OBJECTIVE:

1. Condition: Given family units
2. Task: Individual will be able to describe role, responsibility and expectations of individuals and family members during each stage of the Family Life Cycle.
3. Standard: As evidenced by response to evaluation instruction.

STUDENT LEARNING OBJECTIVES:

1. Know role, responsibility and expectations of individuals and family members during each stage of the Family Life Cycle.

STUDENT LEARNING ACTIVITIES:

1. Have students identify the Family Life Cycle stage their family resembles, using attachment 6.1. Know those families who are in the same stage have similar problems/concerns.
2. Either have a panel presentation of parents representing each stage of the Family Life Cycle or have students read attachment 6.2 and summarize each stage of the Family Life Cycle.
3. Have student complete attachment 6.3. Help students see that each stage of the Family Life Cycle brings unique roles and responsibilities for family members.

EVALUATION ACTIVITY: The Family Life Cycle (See attachment 6.4)

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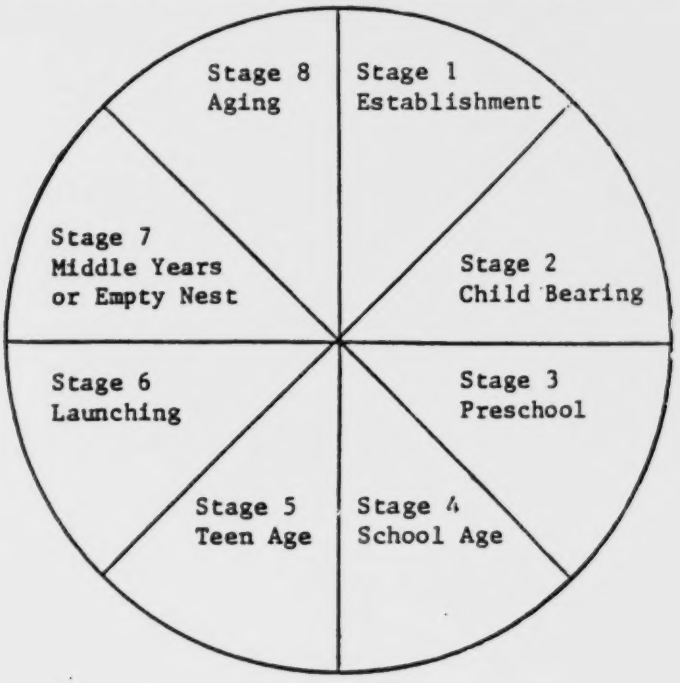
Attachment 6.1

THE FAMILY LIFE CYCLE CHART

This chart pictorially presents the eight stages of the Family Life Cycle. In the circle mark in the number of years you spent in each stage up to the present and estimate the probable number of years that you will spend in the future stages.



1. ESTABLISHMENT STAGE - From marriage until birth of first child

2. CHILD BEARING STAGE - From birth of first child until that child reaches about 30 months of age

3. PRESCHOOL STAGE - Oldest child: 30 months to 6 yrs.

4. SCHOOL AGE STAGE - Oldest child 6-13 years

5. TEENAGE STAGE - From time first child enters adolescence until first child is "launched"

6. LAUNCHING STAGE - From time first child is "launched" until last child is - "launched"

7. MIDDLE YEARS OR EMPTY NEST STAGE - From time last child is launched until retirement of one or both spouses.

8. AGING STAGE _ From retirement until death of last spouse

Adapted from: Ronald L. Pitzer, by M. H. Jones and C. R. Nirenstein

Attachment 6.2

THE FAMILY LIFE CYCLE

Ronald L. Pitzer

Extension Family Life Specialist
University of Minnesota

People are in constant evolution over the course of their lifetime. There are always times of crises, disruption, transition, and change. Many of these changes are anticipatable . . . and all can be constructive, leading to growth. Although families differ considerably in size, composition, circumstances, and response to situations, families too, go through typical, fairly predictable phases and stages of development. At each stage of the family life cycle, there are understandings to be sought, adjustments to be made, problems to be solved, crises to be faced, and decisions to be acted upon as members of the family seek to meet their own personal needs, define and play their roles, and achieve their goals, and contribute to the development and well-being of other family members.

If one is aware of the changes and conditions that arise as a result of the stages, one will be better prepared to make choices and to cope with situations that affect one's life in the present and in the future.

Let's take a look now at the family life cycle. The model I will be using divides the life cycle into eight basic stages. You may want to refer to the family life cycle chart as you read the following materials. A family spends a certain number of years in each stage. The model is based on a family's response to the changing developmental needs of their first child, while also taking into account the changing roles of adults in the family as they continue their own life span development.

This is a model of the "typical" American family consisting of a husband, wife, and one or more children. There are, of course, many other forms of the family -- single-parent families, childless couples, blended or remarried families, to name just a few. The model I will be presenting does not fit perfectly with some of these forms and if you happen to occupy one of these you will need to look at the framework accordingly. However, I do want to stress that regardless of the specific family or household form or composition and of the specific life circumstances of a family, most of the individual and family developmental tasks have to be accomplished. The important question for any one is "How do I best accomplish these tasks given the characteristics and circumstances of my family?"

Perhaps we should briefly consider a few definitions:

"Stage" refers to the time periods into which the family life cycle is divided -- some characterized by turmoil, some by relative calm. All entail changes in family patterns of interaction. This notion of stages is helpful in thinking about -- and even anticipating -- the different dimensions of growth and change that a family experiences at different periods of their life course.

"Developmental task" refers to a need or task or demand or responsibility that rises at or about a certain time in the life of an individual or family. This "growth responsibility" can be associated with any one or a combination of our human dimensions -- our physical, social, emotional, mental, or spiritual selves. Successful accomplishment of these tasks or responsibilities is important for the present satisfaction and preparation for future tasks and responsibilities.

Now let's briefly review the eight stages of the family life cycle and some of the individual and family developmental tasks at each stage.

1. ESTABLISHMENT STAGE

The early married or establishment stage begins with the marriage of a couple and continues until the birth of their first child. The average woman today marries at about 21-22 years and bears her first child about 1.7 years later.

During this establishment phase, a young man and woman, who have officially "pulled up roots" from their families of origin, are now committed to bonding their different life experiences into their own family of design.

Among the young couple's many developmental tasks are, they need:

- to work out a satisfactory routine and an agreeable division of household tasks and responsibilities;

- to work with one another to achieve flexible sex role definitions;

- and to establish good communication processes with one another.

It is also important for the couple:

- to identify and share some common interests;

- to work out satisfactory sexual patterns with one another;

- to work out satisfactory relationships with in-laws;

- and to work out healthy ways of interacting with one's friends and others in the community.

The latter part of this period -- for couples who have a child -- centers around the wife's pregnancy. There are certain developmental tasks that need to be accomplished before the first child arrives:

- acceptance by the husband of his wife's pregnancy and support of her.

- acceptance by the wife of her pregnancy and proper care of her health.

Together they need to make household and financial arrangements to accommodate the arrival of the new family member.

2. CHILD-BEARING STAGE

The child-bearing stage runs from the birth of the first child until that child is about 30 months of age. Once the baby comes, the parents must continue to enrich and strengthen their relationship as a married couple but must also learn the skills of being a good parent. During this time, the child's most important development task is to develop the cornerstone of a healthy personality, which is a sense of trust in oneself and in one's environment. The latter part of this period will be marked by a growing quest for autonomy or independence by the child as he or she develops a separate self and begins the long road to self-reliance.

3. PRESCHOOL STAGE

The preschool stage runs from the time the oldest child is about 30 months of age until he or she is about age 6 and begins school full-time. During this period, the average woman today will have borne one or two additional children -- including, typically, their last child.

This is a busy time for a young family. Children are actively growing and exploring, parents' careers are full of demands, social contacts with friends, neighbors, family, and community groups have increased. In the management of family life, an important developmental task for the couple is to assess and prioritize their goals so that their personal identity and interests and their marital relationship are balanced with the demands of parenthood, job, and civic responsibilities.

In this stage, as in all stages, the parents need to continue to work on their marital relationship. During this stage, they also have the task of continuing to be good parents. This involves providing a wholesome environment for the child that is warm and nuturing, playing with their child, answering the child's questions and helping the child to explore and develop his or her skills.

As a family, all family members need to share the management of busy household routines, deal with financial concerns, and share responsibility for, and work out a good system of, communication for its members.

4. SCHOOL AGE STAGE

The school age stage begins with the first child's entry into first grade and runs until he or she reaches adolescence (or approximately age 13). This is an exciting time for children and families as the children are in school and developing very rapidly.

A school-age child really opens the doors to a wider world for all the family. In a sense, parenting becomes a shared affair with other adults, especially in school and activity groups.

However, parents remain very important to their children and should continue to work on being good parents, which, again at this stage includes doing things with the children, helping the children to explore and understand their surroundings, giving the children support, nuturance and guidance, and helping the children learn the skills needed for this stage of development.

During the school age stage, the family also needs to work together on a few developmental tasks. Again, and through the life cycle, the family needs to work on sharing responsibilities, working out household and financial matters, working together to maintain an open system of communication, and planning family recreation and celebrating holidays and family rituals. As a couple, the adults need to assess their developmental directions and to evaluate the balance of their personal, marital, and parental roles.

5. TEEN AGE STAGE

This stage begins with the entry of the oldest child into adolescence and runs until the first child is "launched" -- leaves home to begin college or other post-high school training, enters the military service, gets married, starts a job, and/or establishes a residence of his or her own. This usually occurs sometime between age 18 and the early 20's.

The teenager's main developmental task is to bring together all of the things she has learned about herself and to intergrate these different images into a whole that makes sense and shows continuity with the past, while preparing for the future. In other words to answer the question, WHO AM I?

The developmental tasks for parents during the teen years involve the family's value system. Parents are still needed by teenagers as models of persons with clear and congruent values. Parents are also needed to support and affirm the person the teenager is becoming, even though there will be differences in veiwpoints' and attitudes. To help the teenager understand and accept who she or he is, parents take on the tasks of working out a system of freedom and limits, giving guidance and support, and communicating honestly and openly what they think and how they feel.

6. LAUNCHING STAGE

The launching stage is the period from the time the first child leaves home until the last child leaves.

During this stage young adults "pull up roots" and exit from the safety and security of the home and family. Young adults have many options: They can go to college or vocational school; they can go into the service; they can start out in their own jobs; or they can get engaged and married. During this time in their lives, young adults are trying to make commitments and life structures of their own. It is a time when they are trying to convert their dreams into goals and into realistic life systems.

The developmental tasks for the launching young adult are many:

- to plan and begin ways to make the personal "dream" become real,
- to adjust to being on one's own and to reduce some of the emotional and physical ties with one's family,
- and to "join" with others and gain intimacy which involves the ability to care about and share with another person without the fear of losing oneself in the process.
- and to establish oneself in the adult identity.

During this time in the life cycle, it is important for parents and other family members to:

- let the "launching members" have a feeling of independence to create their own life systems;

- reallocate responsibilities and space within the contracting household

- and to keep communication systems open among all family members, including the launched members.

7. MIDDLE YEARS (OR "EMPTY NEST") STAGE

The middle years stage (sometimes called the "empty nest" stage) begins with the launching of the last child from home and continues until ther retirement of one or both spouses. For most Americans today, this is a lengthy period of 15 or more years.

Typically, during these middle years, people being freeing themselves of the "shoulds" of others such as their parents, or offspring, or jobs, or society. Some life commitments are modified or broken, others are renewed, and some new ones are made.

Middle age is a time for reflection . . . about the past, the present and the future. For many middle agers, this is the happiest, most productive time of their lives -- the culmination of years of creating and raising a family, securing a place in the scheme of things, and accumulating whatever power and possessions they are destined to have. For other middle-agers, however, this period brings general disappointment with self, lifestyle, work, or marriage... unfulfilled emotional needs, difficulty in confronting the loss of their youth, and the fading of old roles.

Among important developmental tasks for middle-agers are: to accept one's age and abilities and to continue to lead a productive life, to maintain a balance between independence and dependence within one's family, and to work out constructive relationships with their adult offspring, their sons- or daughters-in-law, their grandchildren . . . and in most cases today their own aging parents.

8. AGING STAGE

The final stage in the family life cycle begins with the retirement of one or both spouses and continues until the death of the last spouse. The average woman today will be about 66 years old at the death of her spouse and will live until about age 77 or 78. During this time, the individual's major efforts are nearing completion. There is time for reflection and for the enjoyment of life and others. Many older persons look back on life with satisfaction and realize that they have adapted to the triumph and disappointment of generative activities as parents and co-workers . . . and have had satisfying intimacies with other human beings. At the other extreme, some older persons look back on life as a series of missed opportunities and missed direction. Realizing that it is too late to start again, they plunge into despair.

Some important developmental tasks for people during this stage in the family life cycle include:

- to continue to find life enjoyable and meaningful;
- to keep physically and emotionally healthy;
- to maintain social contacts and contacts with one's family;
- and to face the possibility of death in constructive ways.

That was a lengthy -- yet very sketchy -- review of the eight stages of the family life cycle and some of the basic developmental tasks and responsibilities of each. Please realize that this is a model of the typical or average family life cycle -- based on Census Bureau and other demographic data. Any particular family may vary greatly from the model and there is nothing at all wrong with it. The journey through this cycle of life will differ to some considerable degree from the model presented if one never marries, marries earlier or later than average, has no children, one child or several children, has children late in life, if there is a divorce, if there is a remarriage blending two families, if a spouse dies at an early age, and so on.

The purpose of a model such as that presented is to alert you to some tasks and responsibilities that are urgent at your present stage and that can be anticipated later. Again, I would remind you that these are basic tasks and duties associated with each stage of development -- for individuals and the whole family -- that must be attended to regardless of your family composition or life circumstances. The important thing is for you to think through the demands on you and your family and to work out ways of dealing with these.

Attachment 6.3

DISCUSSION QUESTIONS ABOUT FAMILY DEVELOPMENT

1. What evidence is there in your life of the stage your family is in?

2. Is it a good description of your family?

3. If there are any single parent or blended families represented in the group, do any adjustments to the description need to be made?

4. Are any developmental tasks described presenting problems to be coped with?

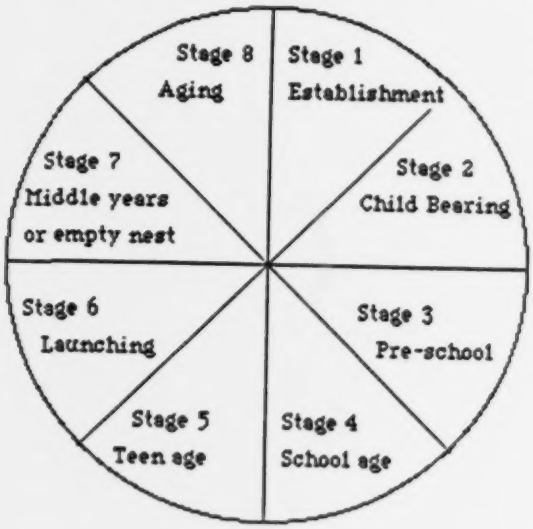
5. Are there special problems or needs present for families with both parents working outside the home connected to the stage of development you are in?

Developed by: C. R. Nirenstein, M. H. Jones

Attachment 6.4

THE FAMILY LIFE CYCLE

Directions: Describe role, responsibility and expectations of family members for each stage of the life cycle.



INDIVIDUAL GROWTH AND DEVELOPMENT: ENSURE HEALTH AND SAFETY

Module 7: Use practices that reduce personal stress

COMPETENCY/SKILL: Recognize and follow health practices that assist in coping with pressures and crises during the life cycle.

PERFORMANCE OBJECTIVE:

1. Conditions:

   a. Given dual career couple or single parent.

   b. Given family experiencing change, conflict and or overload.

2. Task: Individual will be able to use practices that reduce personal stress.

3. Standard: As evidenced by response to case situations.

STUDENT LEARNING OBJECTIVES:

1. Pinpoint where one's stress comes from.

2. Comprehend ways to handle stress.

STUDENT LEARNING ACTIVITIES:

1. Have students take "Family Inventory of Life Events and Changes" instrument (attachment 7.1). Use scoring sheet to determine family life change score. Discuss the relationship between individuals and family who have experienced great levels of stress producing events and frequency of physical illness.

2. Read attachment 7.2, "Plain Talk About Stress" or have a guest speaker talk about ways to handle stress.

EVALUATION ACTIVITY: Practices to Reduce Personal Stress (See Attachment 7.3)

FILE

FAMILY INVENTORY OF LIFE EVENTS AND CHANGES

Hamilton I. McCubbin Joan M. Patterson Lance R. Wilson

DIRECTIONS: Read each statement below and decide whether it was experienced by you or any member of your family *during the past year. Check YES or NO.*
FAMILY MEANS A GROUP OF TWO OR MORE PERSONS RELATED BY BLOOD, MARRIAGE, ADOPTION AND/OR DEEP PERSONAL COMMITMENT.

FAMILY LIFE CHANGES	Experienced During Past Year YES	NO		YOUR SCORE
1. Increase of husband/father's time away from family	☐	☐	46	☐
2. Increase of wife/mother's time away from family	☐	☐	51	☐
3. A member appears to have emotional problems	☐	☐	58	☐
4. A member appears to depend on alcohol or drugs	☐	☐	66	☐
5. Increase in conflict between husband and wife	☐	☐	53	☐
6. Increase in arguments between parent(s) and child(ren)	☐	☐	45	☐
7. Increase in conflict among children in the family	☐	☐	48	☐
8. Increased difficulty in managing teenage child(ren)	☐	☐	55	☐
9. Increased difficulty managing school age children (6-12 yrs.)	☐	☐	39	☐
10. Increased difficulty managing preschool children (2-6 yrs.)	☐	☐	36	☐
11. Increased difficulty managing toddler(s) (1-2 yrs.)	☐	☐	36	☐
12. Increased difficulty managing infant(s) (0-1 yr.)	☐	☐	35	☐
13. Increase in the amount of "outside activities" which the child(ren) are involved in	☐	☐	25	☐
14. Increased disagreement about a member's friends or activities	☐	☐	35	☐
15. Increase in the number of problems or issues which don't get resolved	☐	☐	43	☐
16. Increase in the number of tasks or chores which don't get done	☐	☐	35	☐
17. Increased conflict with in-laws or relatives	☐	☐	40	☐
18. Spouse/parent was separated or divorced	☐	☐	79	☐
19. Spouse/parent has an "affair"	☐	☐	68	☐
20. Increased difficulty in resolving issues with a former or separated spouse	☐	☐	47	☐
21. Increased difficulty with sexual relationship between husband and wife	☐	☐	58	☐
22. Spouse had unwanted or difficult pregnancy	☐	☐	45	☐
23. An unmarried member became pregnant	☐	☐	65	☐
24. A member had an abortion	☐	☐	50	☐
25. A member gave birth to or adopted a child	☐	☐	50	☐
26. Took out a loan or refinanced a loan to cover increased expenses	☐	☐	29	☐
27. Went on welfare	☐	☐	55	☐
28. Change in conditions (economic, political, weather) which hurts the family business	☐	☐	41	☐
29. Change in Agriculture Market, Stock Market, or Land Values which hurts family investments and/or income	☐	☐	43	☐
30. A member started a new business	☐	☐	50	☐
31. Purchased or built a home	☐	☐	41	☐
32. A member purchased a car or other major item	☐	☐	19	☐
TOTAL (this page)				☐

over ⟶

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FAMILY LIFE CHANGES	Experienced During Past Year YES	NO		YOUR SCORE
33. Increasing financial debts due to over-use of credit cards	☐	☐	31	☐
34. Increased strain on family "money" for medical/dental expenses	☐	☐	23	☐
35. Increased strain on family "money" for food, clothing, energy, home care	☐	☐	21	☐
36. Increased strain on family "money" for child-(ren)'s education	☐	☐	22	☐
37. Delay in receiving child support or alimony payments	☐	☐	41	☐
38. A member changed to a new job/career	☐	☐	40	☐
39. A member lost or quit a job	☐	☐	55	☐
40. A member retired from work	☐	☐	48	☐
41. A member started or returned to work	☐	☐	41	☐
42. A member stopped working for extended period (e.g., laid off, leave of absence, strike)	☐	☐	51	☐
43. Decrease in satisfaction with job/career	☐	☐	45	☐
44. A member had increased difficulty with people at work	☐	☐	32	☐
45. A member was promoted at work or given more responsibilities	☐	☐	40	☐
46. Family moved to a new home or apartment	☐	☐	43	☐
47. A child/adolescent member changed to a new school	☐	☐	24	☐
48. Parent/spouse became seriously ill or injured	☐	☐	44	☐
49. Child became seriously ill or injured	☐	☐	35	☐
50. Close relative or friend of the family became seriously ill	☐	☐	44	☐
51. A member became physically disabled or chronically ill	☐	☐	73	☐
52. Increased difficulty managing a chronically ill or disabled member	☐	☐	58	☐

FAMILY LIFE CHANGES	Experienced During Past Year YES	NO		YOUR SCORE
53. Member or close relative was committed to an institution or nursing home	☐	☐	44	☐
54. Increased responsibility to provide direct care or financial help to husband's and/or wife's parent(s)	☐	☐	47	☐
55. Experienced difficulty in arranging for satisfactory child care	☐	☐	40	☐
56. A parent/spouse died	☐	☐	98	☐
57. A child member died	☐	☐	99	☐
58. Death of husband's or wife's parent or close relative	☐	☐	48	☐
59. Close friend of the family died	☐	☐	47	☐
60. Married son or daughter was separated or divorced	☐	☐	58	☐
61. A member "broke up" a relationship with a close friend	☐	☐	35	☐
62. A member was married	☐	☐	42	☐
63. Young adult member left home	☐	☐	43	☐
64. A young adult member began college (or post high school training)	☐	☐	28	☐
65. A member moved back home or a new person moved into the household	☐	☐	42	☐
66. A parent/spouse started school (or training program) after being away from school for a long time	☐	☐	38	☐
67. A member went to jail or juvenile detention	☐	☐	68	☐
68. A member was picked up by police or arrested	☐	☐	57	☐
69. Physical or sexual abuse or violence in the home	☐	☐	75	☐
70. A member ran away from home	☐	☐	61	☐
71. A member dropped out of school or was suspended from school	☐	☐	38	☐
			TOTAL (this page)	☐
			TOTAL (first page)	☐
			TOTAL SCORE	☐

PERSONAL AND FAMILY STRESS PROFILES

On **SRRS** and **FILE**, there are numbers printed beside each row of boxes. These numbers, called **stress scores**, represent the average adjustment most people think this event would require when experienced by a person or family.

For every statement you checked "YES", write the stress score in the box in the column titled "YOUR SCORE".

For example, on **SRRS**,

	YES	NO		YOUR SCORE
12. Pregnancy	☑	☐	40	40

REMEMBER: Record your scores only for those events which you experienced last year.

SRRS
TO DETERMINE YOUR
PERSONAL LIFE CHANGE SCORE

Add up all the scores you just wrote in the boxes on **SRRS**. Write the Total below and compare it to the range of scores for other people to see if you are at low, moderate or high risk.

FILE
TO DETERMINE YOUR
FAMILY LIFE CHANGE SCORE

Add up all the scores you just wrote in the boxes on **FILE**. Write the Total below and compare it to the range of scores for other families to see if your family is at low, moderate or high risk.

PERSONAL LIFE CHANGE SCORE ☐		FAMILY LIFE CHANGE SCORE ☐
HIGH RISK 301+	Check with your counselor. Take care of yourself and your family.	HIGH RISK 750+
MODERATE RISK 151-300	Be careful. Protect yourself and your family.	MODERATE RISK 501-749
LOW RISK 0-150	Relax a little. This looks okay for yourself and your family.	LOW RISK 0-500

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Attachment 7.2

PLAIN TALK ABOUT stress

NATIONAL INSTITUTE OF MENTAL HEALTH
Division of Scientific and Public Information

- **A 19-year-old girl learns her boyfriend has been killed in an auto accident.**
- **A businessman loses an important business deal to his competitor.**
- **An athlete receives a first-place award for his efforts in a track event.**
- **A 15-year-old boy approaches a girl to ask her out for the first time.**

What do all of these people and situations have in common? *Stress.* This may surprise you because the last two situations both involve happy events. The fact is that it doesn't matter whether the situation is pleasant or unpleasant according to Hans Selye, M.D. What counts is the intensity of the demand it places on you to readjust. Dr. Selye, a Montreal, Canada, physician and author of several books on stress, calls these incidents "stressors."

He states that the physical reaction of the body to stress is basically the same, regardless of the stressor. Furthermore, he feels that the only complete freedom from stress is death. Humans thrive on stress because it makes life more interesting.

No matter what you are doing, you are under some amount of stress. Even while you sleep, your body must continue to function and react to the stress imposed by dreaming. Stress comes from two basic forces—the stress of physical activity and the stress of mental/emotional activity. It is interesting to note that stress from emotional frustration is more likely to produce disease, such as ulcers, than stress from physical work or exercise. In fact, physical exercise can relax you and help you deal with mental stress.

Stress or Distress

Then would it be true to assume there is no such thing as bad stress? Dr. Selye feels that there is a type of stress that can be harmful. He calls it *distress.* Distress is continual stress that causes you to constantly readjust or adapt. For example, having a job you do not like can be constantly frustrating, and frustration is "bad" stress. If this distress lasts long enough, it can result in fatigue, exhaustion, and even physical or mental breakdown. The best way to avoid it is to choose an environment that allows you to do the activities you enjoy, that are meaningful to you. Your friends, your work, and even your future mate can be sources of challenging good stress or harmful distress.

Dr. Selye also believes that the absence of work is not necessarily a way to avoid stress. An example of this is the retired person who has nothing to do. Boredom then becomes an enemy capable of causing tremendous distress. Work is actually good for you as long as you can achieve something by doing it. It will only wear you out if it becomes frustrating because of failure or a lack of purpose.

To avoid distress, you should seek work or tasks that:

a. You are capable of doing
b. You really enjoy
c. Other people appreciate

Body Reactions to Stress

Regardless of the source of stress, states Dr. Selye, your body has a three-stage reaction to it.

Stage 1—Alarm
Stage 2—Resistance
Stage 3—Exhaustion

In the *alarm stage,* your body recognizes the stressor and prepares for fight or flight. This is done by a release of hormones from the endocrine glands. These hormones will cause an increase in heartbeat and respiration, elevation in blood sugar level, increase in perspiration, dilated pupils, and slowed digestion. You will then choose whether to use this burst of energy to fight or flee.

In the *resistance stage,* your body repairs any damage caused from the stress. If, however, the stressor does not go away, the body cannot repair the damage and must remain alert.

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This plunges you into the third stage—*exhaustion.* If this state continues long enough, you may develop one of the "diseases of stress," such as migraine headaches, heart irregularity, or even mental illness. Continued exposure to stress during the exhaustion stage causes the body to run out of energy, and may even stop bodily functions.

Since you cannot build a life completely free from stress or even distress, it is important that you develop some ways of dealing with stress.

Getting a Handle on Stress and Distress

Recognizing that stress has a lifelong influence on you, what can you do about handling it? Doctors have come up with a few suggestions on how to live with stress.

1. **Work off stress**—If you are angry or upset, try to blow off steam physically by activities such as running, playing tennis, or gardening. Even taking a walk can help. Physical activity allows you a "fight" outlet for mental stress.

2. **Talk out your worries**—It helps to share worries with someone you trust and respect. This may be a friend, family member, clergyman, teacher, or counselor. Sometimes another person can help you see a new side to your problem and thus, a new solution. If you find yourself becoming preoccupied with emotional problems, it might be wise to seek a professional listener, like a guidance counselor or psychologist. This is not admitting defeat. It is admitting you are an intelligent human being who knows when to ask for assistance.

3. **Learn to accept what you cannot change**—If the problem is beyond your control at this time, try your best to accept it until you can change it. It beats spinning your wheels, and getting nowhere.

4. **Avoid self-medication**—Although there are many chemicals, including alcohol, that can mask stress symptoms, they do not help you adjust to the stress itself. Many are habit-forming, so the decision to use them should belong to your doctor. It is a form of flight reaction that can cause more stress than it solves. The ability to handle stress comes from within you, not from the outside.

5. **Get enough sleep and rest**—Lack of sleep can lessen your ability to deal with stress by making you more irritable. Most people need at least seven to eight hours of sleep out of every 24. If stress repeatedly prevents you from sleeping, you should inform your doctor.

6. **Balance work and recreation**—"All work and no play can make Jack a nervous wreck." Schedule time for recreation to relax your mind. Although inactivity can cause boredom, a little loafing can ease stress. This should not be a constant escape, but occasionally, you deserve a break.

7. **Do something for others**—Sometimes when you are distressed, you concentrate too much on yourself and your situation. When this happens, it is often wise to do something for someone else, and get your mind off of yourself. There is an extra bonus in this technique—it helps make friends.

8. **Take one thing at a time**—It is defeating to tackle all your tasks at once. Instead, set some aside and work on the most urgent.

9. **Give in once in awhile**—If you find the source of your stress is other people, try giving in instead of fighting and insisting you are always right. You may find that others will begin to give in, too.

10. **Make yourself available**—When you are bored and feel left out, go where the action is! Sitting alone will just make you more frustrated. Instead of withdrawing and feeling sorry for yourself, get involved. Is there a play or musical coming up? Chances are they will need help back stage. Get yourself back there and somebody will probably hand you a hammer or paint brush.

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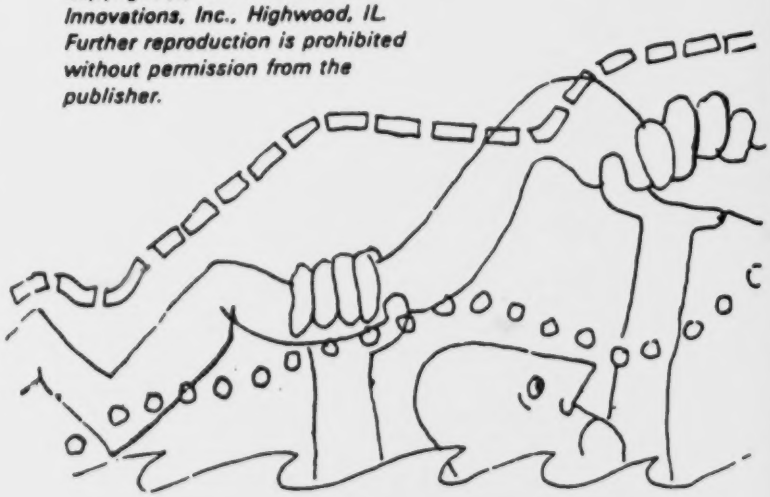

Recognizing stress as an ongoing part of life may well be the first step in dealing with it. Turn stress into a positive force and let it make life more interesting.

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PRACTICES TO REDUCE PERSONAL STRESS

For each of the following potential stress-producing events, identify ways you would deal with each one to reduce your personal stress.

1. Parent's divorce

2. Loss of part-time job.

3. Death of family member.

INDIVIDUAL GROWTH AND DEVELOPMENT: MAXIMIZE RESOURCES

Module 8: Analyze community resources available to help individuals and families deal with work/family issues

COMPETENCY/SKILL: Select and use resources to enhance individual growth and development.

PERFORMANCE OBJECTIVE:

1. Condition: Given parents who work outside the home
2. Task: The individual will be able to analyze community resources available to help individuals and families deal with work/family issues
3. Standard: As evidenced by summary of responses to mailed survey.

STUDENT LEARNING OBJECTIVES:

1. Knows groups of people who can help families deal with work and family issues.
2. Debates issue of responsibility regarding employer sponsored day care.
3. Summarizes employer attitudes towards work and family types of benefits/resources.

STUDENT LEARNING ACTIVITIES:

1. a. Distribute attachment 8.1, "What Sources of Support are Available".

   b. Divide the class into three groups. Have one group report on each of the three sections.

   c. Encourage each group to add additional ideas to each section. Summarize discussion.

2. a. Have students research this question, "Is it the responsibility of the employers to provide some kind of child care assistance?"

   b. Have students report their findings through a debate format. Have half of the class take a "pro" position and the other half take a "con" position.

   c. Have students read attachment 8.2 for additional information.

3. Have students complete a mailed survey to employers in town to summarize their attitudes toward work and family issues in the workplace. Have students develop a list of employers in their community with over 75 workers. Employers might include manufacturers, electronics firms, utility companies, hospitals and banks. Have students write a cover letter explaining the survey and why the class is asking for the information. Have students mail to 25-50 business sites. Have students summarize their findings from the returned surveys. See attachment 2.3 for a sample survey form.

EVALUATION ACTIVITY: Students will be evaluated on their summary of findings compiled from the mailed survey in attachment 8.3. Use the following criteria:

YES	NO	
___	___	1. Summarizes responses for each question.
___	___	2. Reports total surveys mailed and total useable surveys received.
___	___	3. Presents percentage for each question. Total of three responses should equal 100%.

WHAT SOURCES OF SUPPORT ARE AVAILABLE?

FROM OUR EMPLOYERS

1. Flexible working hours: leads to greater productivity because of less absenteeism and tardiness; allows employees/parents to be where they are needed most.

2. Part-time work or job-sharing that is decently paid and respected for both mothers and fathers: companies can retain valuable employees; employers benefit by having workers who are more eager and alert; removes the pressures between career and child-care needs for parents; allows more jobs in times of high unemployment.

3. Recognition of the conflicting demands made on working parents.

4. Cafeteria style program of fringe benefits to include on-the-job child-care or child-care subsidy and both maternity and paternity leave.

5. Allowing sick leave to apply to both parents and children.

6. That it's OK for kids to make limited and planned phone calls to parents at work.

FROM OUR FAMILIES

1. All family members need to recognize that adults have needs and work demands.

2. A change in family members' expectations that all their needs will be met immediately.

3. Cooperation and participation of all family members in household management.

4. A commitment from all family members to spend some time together.

FROM OUR COMMUNITIES

1. Development of various child-care options: latch-key, day-care, night-care, sick children, infant/toddler care, combining with senior citizen programs, summer day-care, park and recreation programs, YMCA/YWCA programs.

2. Positive attitudes toward families with working parents encouraged within the community.

3. Connection with other single adults.

Corporations and child care

Judy Mann

Judy Mann is a local columnist for The Washington Post.

Washington

Fewer than 1 percent of 329 firms surveyed by the Administrative Management Society support any kind of child-care assistance for their employees. At the same time, nearly half of all mothers with preschool children are working, and survey after survey shows that child care continues to be one of working mothers' greatest concerns. It is a concern that is only going to get worse as federal dollars for child care diminish, unless the private sector starts getting involved.

Until now, advocates of industry-assisted child care have had limited ammunition in the struggle to get employers to recognize the importance of the service. The arguments have had little effect on corporations run by older men whose wives did not work or who harbor the notion that mothers should not work. The number of working mothers has increased tenfold since before World War II. Yet despite lip service about the importance of the American family, both the private sector and the public sector have failed it on child care.

Child care is the responsibility of individual employees not the employers, goes an argument advanced against corporate involvement. It is an argument of convenience, not of merit. Those same corporations that are doing virtually nothing to help their employees manage child care are only too happy to provide assistance in other areas. The same AMS survey found that 48 percent of the firms support alcohol-abuse counseling services; 52.6 percent support company athletic teams. Some 42 percent said they offer some form of emotional counseling. More than 17 percent said they sponsor some kind of physical fitness programs and 17 percent say they pay for employees' memberships in recreational clubs. Are country club memberships more important than child care? Or are they simply more relevant to people making decisions about corporate priorities?

"Day care is clearly a social service," says Faye E. Coleman, senior manager at Creative Associates, Inc., a Washington consulting firm that is trying to help corporations figure out different ways to assist employees with child care. "It's labor-intensive, it's extremely expensive, it's antithetical to what corporations are all about. You've got to answer the question, 'What's in it for us?' The standard answer is you can increase productivity, you can lower the absentee rate, you can reduce the impact of the 3 o'clock syndrome, particularly in assembly-line plants, where women start worrying about the kids coming home from school and start running to the phone. Productivity takes a dive."

Dana Friedman, a consultant to the Carnegie Corp. of New York, found in a recent survey that the recession has forced a number of companies to shelve on-site center plans. "The companies that are leaders in their community — General Mills, Levi-Strauss, Proctor & Gamble — are trying to do it," she says. So are banks and hospitals, which are running into shortages of secretaries and nurses, and data processing and semiconductor firms.

"They have young managers who invariably have spouses in the work force and probably preschoolers, so the issue touches them personally. The younger managers are products of the '60s and they have a much more humanitarian approach to management. They've already adopted the Japanese people-oriented management style."

On-site day-care centers are tax-deductible expenses for corporations. The Economic Recovery Act of last summer included another method for corporations to assist their employees in financing day care. As of Jan. 1, employers may pay employees' child-care expenses and that will not be counted as part of the employees' taxable income.

— *The Washington Post*

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Options for Employer Sponsored Child Care

Survey

We are interested in knowing what companies are doing in work and family area. Please check your company's current attitude regarding each of the following questions. Return completed surveys by _____ to: _____

Thank you for your assistance.

		Currently have this	Are considering/ should consider	Wouldn't do this
1.	Two people sharing one job?			
2.	Flexible scheduling of employee's work hours?			
3.	Opportunity for part time work?			
4.	Leave to care for sick children?			
5.	Child care center at worksite?			
6.	Corporate charitable contributions to child care programs?			
7.	Disability leave for mothers?			
8.	Child care leave for new parents?			
9.	Worksite seminars to help parents learn to balance work and family responsibilities?			
10.	Benefit package which allows employees to choose which benefits they want?			

INDIVIDUAL GROWTH AND DEVELOPMENT: MAXIMIZE RESOURCES

Module 9: Use valuable resources to achieve personal goals

COMPETENCY/SKILL: Select and use resources to enhance individual growth and development.

PERFORMANCE OBJECTIVE:

1. Conditions:

   a. Given dual career couple or single parent.

   b. Given concern regarding best use of one's time.

2. Task: Individual will be able to use valuable resources to achieve personal goals.

3. Standard: As evidenced by response to case situation.

STUDENT LEARNING OBJECTIVES:

1. Comprehends that working parents must practice time management techniques.

2. Comprehends ten time management techniques.

STUDENT LEARNING ACTIVITIES:

1. Have a panel presentation of working women. Some will be dual career women and others single parents. Have them discuss strategies and concerns regarding wise use of time in the work place and at home.

2. Have students read attachment 9.1, "How to Stop Wasting Time." Have students compile a list of 10 ways to stop wasting time.

EVALUATION ACTIVITY: Time Management (See Attachment 9.2)

How to Stop Wasting Time—Experts' Advice

Phone calls, paper work at the office, needless interruptions at home—all these things cut into time that could be spent more productively. Authorities tell what to do about these and other time wasters.

ON THE JOB: "Stick With The Priorities"

Interview With R. James Steffen, Management Consultant

Q Dr. Steffen, how much time does the typical office worker or manager waste on the job?

A Most people could be 20, 30, maybe even 40 percent more productive, and the exciting thing about it is that their increased productivity would be more satisfying to them.

Q What is the biggest reason for the waste of time?

A Strange as it might seem, people don't know which activities they can control and which they can't. They don't know how to allocate their time and energy or how to get the most out of each moment.

Q Just how does an individual go about using time more efficiently?

A To start with, I would recommend using the "ultimate time organizer." By that, I mean identifying the most important thing to be done now and then having the freedom to perform that task with total abandon. Forget everything else and concentrate wholeheartedly on that activity.

Q How do you determine what is most important?

A Successful managers I've studied use eight tools. At the start, get a clear idea of what your goals are, both in business and personal life. That's No. 1. It helps to write these goals down. Then when you think you've got them, redefine them and rewrite them. That's No. 2.

The third of the tools is: Repeat those goals regularly. When you do that, they crawl inside your mind in an orderly fashion. Then you know where you're going.

Next, if you get all these goals lined up, you will see that you have more than you can do at any one time. Since the only thing you control is the present moment, you've got to get those goals into small parts so you can do some of them in the next hour. So step 4 is simply: Divide and conquer.

Fifth, if you do divide those tasks to conquer them, you're going to get a whole lot to do. At that point, you need to set priorities. You need to rearrange things constantly in order of priority.

Those five things are really the basics of figuring out what's the most important thing to do now. The three other tools are really backup tools. There's a need for regular updating of priorities, even hourly if necessary. Then there is a principle that says: If you want to remember it, write it immediately. Then there is a final aid: Have a convenient place for everything and put everything in its place.

Q Could you give an example of how this works?

A Say I'm in the office Monday morning after an exciting weekend. Now, I have a couple of buddies in the office, and one of the first things I want to do when I get there in the morning is to tell them the whole story. That might take 35 minutes or an hour. But I have a report that's due tomorrow morning, and I look at my time and say, "That's an 8-hour report. What's the most important thing to do now?" Well, it's obvious what's the most important: Get the report done and save the conversation until later. It's more difficult, however, to identify "the most important now" as it relates to leisure time or activities in one's personal life.

Q How do you decide priorities?

A Once you get your goals clear, you should sit down each week and write your business and personal priorities for the week to come. It also helps to sit down once a day and write both business and personal priorities for the day to come. Then at the end of the day, it's extremely important to go back to your priority list as you updated it during the day and ask, "Did I get the priorities done?"

Q Do people try to accomplish too much?

A Absolutely. In our business, we have what we call TODLIF, short for to-do-list frustration. It's the feeling you have after working hard all day—maybe 10, 12 hours—and you go back to your to-do list only to find that it's longer than it was at the beginning of the day.

Now, there's a very easy way to overcome that: At some specific time each day, you write the priorities for the day to come. As they change during the day, you change those priorities, and at the end of the day, you go back and say, "Did I get the priorities?" That way, some tasks are going to go undone, but they will be the less important ones.

Q How do you cope with some of the specific time wasters during the day, such as long phone calls?

A With the long-winded phone call, the first thing you need to ask yourself is: Is this really one of my "most important now" activities? If the caller is your major client, it could well be your "most important now." If it's not a major client, then you need to develop some techniques to get off the phone.

One technique is to summarize the caller's thoughts, then ask him if he has any other more important things to tell you. In all probability, he'll say, "No." And you say, "Thank you," and hang up.

Q Can a secretary help with the telephone problem?

A Yes, but you need to make the people around you acquainted with your priorities—your "most important now." For example, if you have two or three key phone

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calls that you're looking for today, you need to tell whomever it is who answers your phone that you're looking for those specific calls. Then if your priority is to get this or that report done, you can have your secretary simply ask other people to call back later.

Q What about the fellow worker who has a habit of dropping by to chat?

A That can be a big problem. When we ask people what frustrates them the most in business, they invariably say the interruptions. I would divide interruptions into two kinds: Those that I cause and those that come from outside. Now, the thing that frustrates people most is not the interruptions that they cause themselves. Yet our research shows that the interruptions that I cause myself waste more time than other distractions. But it doesn't frustrate me, because I cause them.

For example, when I'm doing a report and am getting frustrated because the job is getting tough, I might get up and get a drink of water or walk down the hall and bother somebody else. I really ought to sit there and sweat it out. So one of the things that a person needs to ask if he or she wants to make the most of time is: How much do I interrupt myself?

To deal with office interruptions, set a policy of seeing people only at a certain time.

Q What about interruptions from other people?

A They come in two varieties: Interruptions I can control and those I can't. Each has a different solution. First, the interruptions that I can control. One of the things that I abhor is managers' thinking that they have the open-door policy. They're available to everybody all the time. What that says is that anybody and everybody can set priorities on your time. That's a very poor policy.

Instead, follow the enlightened open-door policy. That involves first deciding when it's most convenient for me to talk to people. Then contact the people that I regularly deal with and find out when they need me the most. Finally, with agreement from them, I set a time that I'll be available to them on a regular basis. At other times, we agree that I'm available for emergencies only.

What this method does is to make me psychologically more available to others—I'll be there when they come looking for me—but actually less available. So I gain concentration time, which is very good for me and very good

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AT HOME: "Organizing Eases the Load"

Interview With Kathryn Walker, Home Economist

Q Professor Walker, is organizing time as important at home as it is at work?

A Yes, but it is often more difficult. There's less control over home time. There are so many unexpected things that can interfere, such as a child coming in with a cut finger or a telephone call from a neighbor. But organizing, unquestionably, does ease the load at home.

Q How much of the day does a full-time homemaker typically devote to child care and household chores?

A It's hard to generalize, but in the case of a family with two children, it appears to average about 7½ hours a day, more if there is a baby and less if the mother is employed. That estimate is for time spent in active participation in activities. It does not include coffee breaks and so forth.

Q Is much of what could be classified as wasted time at home really a form of relaxation?

A Not necessarily. Some individuals use more time to do something because it's important to them, and it may not be relaxation. It may be that, in some households, parents spend more time playing with children because it is important for them to help the child develop some physical or social skills.

Each family must set its own standards for what it considers an important activity and what it considers wasted time. It is the same thing when it comes to cleaning. The decision on how clean is clean and what standard we want to adhere to is terribly important in deciding whether time spent in housekeeping chores is wasted or not.

Q Is it worthwhile, or even possible, for a person with children at home to lay out a schedule and stick to it?

A A schedule at home can be, at best, only a guideline. If one is planning a schedule, there always need to be alternate routes that one can follow. It's very, very difficult to stick precisely to a schedule in a household. But there can be guidelines that really help the homemaker to do the activities that need to be done.

Q What steps should be taken to organize time at home in order to have enough hours for basic chores?

A One begins any such process by asking: "What is it that I want to get out of life? What do I want to get out of home life?" Until we determine what is important and identify values and goals, we cannot really plan time.

The next task is to actually time oneself to see how long it takes to prepare a meal, how long it takes to vacuum the house and so on. Once you have those measurements, then you can begin to allocate time according to a schedule. For those who have trouble functioning without a specific plan, it might help to try such a schedule.

Q What are the major time wasters at home?

A For some it may be telephone calls that come at any hour, a knock at the door, the children next door coming by to play. There are many unexpected things, such as a neighbor who asks you to go on a shopping trip

Walker, 65, is professor emeritus at Cornell University's College of Human Ecology. She is the author of a number of books on time management in the household and women in the work force. She now lives in Ithaca, N.Y.

for the company, and they gain greater access because they know when I'm available.

Q And the interruptions you can't control?

A Since by their nature you can't control them, you can't do anything about them. But there is a frustration factor that we can minimize, depending on our attitude. The best way to handle that is to make the interruption your "most important now" and do it the very best you can. There are plenty of examples of this, such as being called out of the office to give blood or being asked to arbitrate a dispute between a couple of fellow workers.

Q Do most organizations hold too many meetings?

A Listening to the things that frustrate people in their business life, we find that meetings are second only to interruptions.

I would suggest people use a very simple tool. That is, somebody in each meeting should get together the relative salary of each person and then figure out how much it's costing each minute to hold the meeting. If the people who called the meeting were aware of that, they would have to decide whether it was worth the thousand dollars to hold the session or whether there were alternatives to trying to solve a hundred-dollar problem with a thousand-dollar meeting.

A second thing that is very important for a person going into a meeting is to mentally, or maybe on paper, outline the priorities. By that, I mean write down simply and clearly what they want to get out of the meeting.

Q What can be done to save time on paper work?

A An approach I like is to follow the axiom: "Touch it only once, if possible." In other words, many people shuffle papers around on their desk, and if they can get to a point of touching it only once, that's a big improvement. I need to know where a particular piece of paper work should go and where I should file it so I can find it later.

Q In your book, you mention a "maturity table"—

A Yes. I have in my office a thing I call my maturity table, and it's a convenient place to put those items that I don't know where else to put. So the items sit there, and when I want them I can go get them right away. If they sit there too long, they have totally matured, and it becomes very easy to throw them away then.

Q Is it more efficient in most cases to have lunch at your desk, or is lunch away from the job better?

A That all depends on what your goals are on that particular day. Lunch can be a very leisurely time. And since I believe that leisure should be part of everyone's goal, maybe most days it should be a time to unwind and a time to recharge your battery for the afternoon. However, there are some days when you really want to concentrate and get something done. On those days, a sandwich at your desk may be better.

"Each family must set its own standards for what it considers an important activity," says Professor Walker.

you hadn't planned. This may not be a "waste," but as one says, "Yes," it can help to decide when to do the job that now must go undone. Of course, equipment that fails can be a problem, such as the washing machine that breaks down on laundry day.

Q What are the special household problems created when both husband and wife work outside the home?

A The biggest problem is to decide how the activities that are required to make a household operate can be equitably divided. If we have been reared to believe that this is man's work and that is woman's work, that decision can be very difficult. Studies of time use show that men are beginning to take over more household chores, but that switch has been very, very slow. There's the problem, too, over differing standards between men and women on certain activities. Somebody says, "Well, I'm willing to clean, but I don't think it needs cleaning yet"—and the other person can't stand it until it is cleaner.

It is quite selfish not to have some equitable distribution of the activities that are needed to operate the household. Unfortunately, employed women continue to bear the major responsibility for household matters.

Q Despite the cost, then, are working couples better off hiring outside help for cleaning and other chores?

A Well, those who can do so are the lucky ones. But our surveys show that only about 3 percent of all households have such outside help.

Q What chores can be delegated to children?

A Small children can be taught to accept the fact that they have a place in the household and that they, too, need to handle some chores. There's no question in my mind that even small children can be taught to participate. From the age of 2 on, children can be expected to pick up after themselves if storage space has been organized within reach. That alone can be a big time saver.

As children grow older and have more outside activities, they have to be reminded that they have a responsibility at home, too. Some parents will say, "Oh, but they don't have time to help." That's the wrong attitude. We ought to look at each member of the family and see how time can equitably be divided between home activities and outside affairs. But the process of getting children to feel that they are part of the household and have certain obligations should begin when they are small—not at age 15.

Q How valuable are modern appliances in saving time?

A Contrary to popular opinion, modern gadgetry doesn't necessarily reduce time spent on household work. I know many people with microwave ovens who hardly ever use them. Others use them very effectively. If you have a bigger house in which you have two or three television sets and several rooms for increased privacy, all the additional appliances and all that additional space must be cared for—and that takes time.

Q Are convenience foods a good tool for time saving?

A Yes and no. One of the ironic things that we have noted is that the time spent in food preparation in this country has been reduced somewhat—about a half an hour a day in recent years—but the time for marketing and shopping has increased. So we come out at the same place in the end. □

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TIME MANAGEMENT

Directions: Read the following case problem. Identify five strategies each person could use to better manage their time.

Pete and Lori work 8-5 at Hughes. They have three children ages 1, 4, and 10. Breakfast and dinner are crazy times at Pete and Lori's home. There never seems to be enough time for preparation of lunch boxes, eating breakfast and dressing the children. When Pete and Lori return home at 5:30, dinner time is also very stressful. Dinner preparation seems to take too long and the children all want Mom and Dad's attention at the same time. Please identify some ways of managing Pete and Lori's time during breakfast and dinner.

STRATEGIES TO BETTER MANAGE TIME

Pete

1.

2.

3.

4.

5.

Lori

1.

2.

3.

4.

5.

INDIVIDUAL GROWTH AND DEVELOPMENT: MAXIMIZE RESOURCES

Module 10: Choose quality child care providers

COMPETENCY/SKILL: Select and use resources to enhance individual growth and development.

PERFORMANCE OBJECTIVE:

1. Conditions:
   a. Given working parents
   b. Given young children
2. Task: Individual will be able to choose quality child care providers.
3. Standard: As evidenced by response to evaluation instrument.

STUDENT LEARNING OBJECTIVES:

1. Comprehends that arranging for quality child care is a time consuming and difficult task.
2. Defines individual expectations from a care giver.
3. Comprehends ideas to consider when selecting infant care.

STUDENT LEARNING ACTIVITIES:

1. Review attachment 10.1. Discuss the idea that the best child care is the situation the family feels best about.
2. Select individual needs from a child care situation using attachment 10.2. Summarize that each individual may have different expectations regarding quality child care.
3. Tour a day care center for pre-schoolers near the school. After the trip, have students respond to attachment 10.3. Would they select the center for their own children? Why? Why not?
4. Tour a day care center for babies near the school. After the trip, have students complete attachment 10.4. Would they select the center for their own children? Why? Why not?

EVALUATION ACTIVITY: Quality Child Care Providers (See Attachment 10.5)

Attachment 10.1

Content

Choosing Quality Child Care

The most crucial consideration in choosing child care is to allow enough time for both the selection process and the setting in process for the child - 3 to 6 months is not too long to allow for this researching, deciding and selecting process.

It is important parents contact several centers or child care providers. Just because a facility is licensed, doesn't mean it is the best one for a particular child, family or work situation. Convenient locations aren't always the best ones either, some only meet minimum standards, while others have developed lots of learning experiences for kids. Parents should not worry about asking too many questions during the interviews. Many parents are reluctant to do so, but if they don't talk about the things that concern them or are important to their child and family, NO ONE ELSE WILL.

Some tips for parents to consider in choosing and using child care include:

The Setting/Environment/Structure

- Philosophy/Program model
- Licensing and credentials
- Strengths and weaknesses

What's Best for You and Your Child

- Family needs and considerations
- Facility's hours/your work schedule
- Parent's attitudes and values
- Compare what the facility offers with your child's needs, age, stage of development, personality, and unique or special considerations

Investigate the Options

- By phone - have a list of questions to ask
- On site - have a list of things to look for
- Evaluate and compare options using the above criteria and your basic intuition for choosing

Once the choice is made as to type of care and the particular provider, the parent should begin the settling in process.

Care for infants and toddlers, ill children, and evening and weekend care are particularly rare types of care. They are still scarce and poorly developed. Parents must arrange for these alternatives in advance of a crisis and setting up a back-up system is also part of the choosing child care picture.

Arranging for child care is quite a difficult and time consuming job. It is particularly difficult when a parent is struggling to start or keep a job, or has several children to arrange for. The task is of crucial importance and must be given a great deal of time and consideration. Child care situations vary from excellent to awful, and it matters a good deal to parents that their children are safe, secure and happy while they are gone. Taking care of as much as possible before starting the job can ease the burden considerably.

Child care arrangements are not always so regular. Some studies show that one out of every five arrangements change within the course of a year. A caregiver moves or a family moves or the local school district's busing schedule changes or the arrangement proves unsatisfactory are reasons most often cited.

This task of remembering and scheduling takes much time and effort and has been called "invisible child care." It is important that fathers join mothers in this invisible child care. Fathers often are not aware of how time consuming and hard the job is. Mothers can gain new perspectives by tallying how much time is spent in a week making, scheduling or rescheduling appointments for the children. The job of selecting the best child care option is only one chunk of "invisible child care." Consider the appointments needed for the doctor, dentist, teacher, after school friends, etc. It is important that partners in the dual employed family share all aspects of child care.

Attachment 10.2

DOES YOUR CHILD'S CAREGIVER...

Read through the checklists and circle those items you want the arrangement to provide. You may not want all the items, nor will everything apply to your family or your individual situation.

If You Have An Infant or Toddler (Birth to 3 yrs.)

* Seem to enjoy cuddling baby
* Care for physical needs - feeding, diapering
* Spends time holding, playing, talking with baby
* Stimulates by pointing out things to look at, touch, and listen to?
* Provides dependable and consistent care so baby can form attachment?
* Cooperate with your efforts to toilet train?
* Setting is childproofed for exploring
* Help child learn language
* Understands, encourages independence in toddlers

If You Have A Preschooler (3 to 6 yrs.)

* Plan variety of activities for child
* Joins in activities with children
* Sets consistent limits and helps child make own choices
* Sees play as valuable and encourages child's creativity and imagination
* Helps child feel good about self by being attentive, patient, positive, warm and accepting
* Encourages vocabulary by talking to, reading aloud, and answering questions

If You Have A School Age Child (6 to 14 yrs.)

* Gives supervision and security but understands need for independence
* Sets reasonable and consistent limits
* Understands conflict and confusion growing children seem to feel
* Helps child follow through on projects homework, suggests interesting things to do
* Listen to child's problems, experiences
* Cooperates with you to set clear limits and expectations about behavior
* Understands older school age child's conflicts/feelings about sex, identity, pressure to conform
* Provides child with a good adult image to admire and model

Material drawn from: A Parent's Guide to Day [illegible], U.S. Dept. Health and Human Services.

Attachment 10.3

CHOOSING CHILD CARE

Does the caregiver...

Appear warm and friendly?
Seem calm and gentle?
Have s sense of humor?
Seem to feel good about herself and her job?
Have child-rearing attitudes and methods that are similar to yours?
Undersand what children can and want to do at different stages of growth?
Encourage children to express themselves in creative ways?
Encourage good health habits?
Spend time holding, playing with, talking to the babies?
Provide stimulation by pointing out things to look at, touch, and listen to?
Seem to have enough time to look after all the children in her care?
Provide care you can count on?

Does the setting have...

An up-to-date license?
A clean and comfortable look?
Enough space indoors and out so all the children can move freely and safely?
Enough caregivers for the number of children?
Furniture, equipment and materials that are suitable for the ages of the children? (Safe and in good repair?)
An outdoor play area that is safe, fenced and free of litter?
Nutritious meals and snacks with the kinds of food you want your child to eat?
A clean and safe place to change diapers?
Separate cribs and sheets for each baby in care?
Gates at tops and bottoms of stairs?
A potty chair or special toilet seat in the bathroom?
A safety plan to follow in emergencies?

Are there opportunities...

To play quietly and actively. indoors and out?
To follow a schedule that meets young children's need for routine but that is flexible enough to meet the needs of each child?
That help children learn new physical skills and control and exercise their muscles?
To learn to get along, to share and to respect themselves and others?
To crawl and explore safely?
To play with objects and toys that help infants to develop their senses of touch, sight and hearing?
To take part in a variety of activities that are suited to toddlers' short attention span?
To play alone at times and with friends at other times?
Provide activities that encourage children to think things through?

Material drawn from: U.S. Department of Health and Human Services.

Attachment 10.4

CHOOSING INFANT CARE
A PARENT'S GUIDE

While much has been written about quality child care, the best child care is that which parents themselves feel is the best situation for their particular children. Parents should visit family day-care homes themselves to observe whether it is best suited to their own baby's needs. The following questions are designed to help parents consider issues which help them select the best possible care for their baby.

Provider:

- How long has the family day-care home been in existence?
- What previous experience does the provider have with infants?
- What is the ratio of babies and children to adults?
- Who are the references? Who can be contacted?
- Does the provider seem happy and comfortable?
- How does the provider interact with the babies?
- Does the provider participate in activities?
- How does the provider handle normal separation anxiety all babies pass through?
- How does the provider encourage a baby's natural curiosity, need to move freely about and growing interest in words?
- How does the provider feel about pacifiers, blankets or other objects babies use to make the transition from home to child-care more comfortable?

Babies:

- What are the provider's views on toilet training? On weaning?
- Do the babies seem happy, comfortable?
- Do they seem to trust the provider?
- How do the babies interact with one another?
- What encouragement do they get?

Physical Space:

- Does the center or home have a pleasant, comfortable atmosphere? Is there enough light and ventilation?

- Do the indoor and outdoor play areas appear to be safe from dangerous equipment, materials, and other items such as poisons?
- Is there adequate space and materials for both active play and quiet activities?
- Is there adequate space for naps?
- Are babies allowed to explore a child proofed environment?

Program:

- Is the day structured to include varied activities which promote physical, social, intellectual and emotional growth?
- Are babies held, cuddled and touched too often?
- Are babies encouraged to be curious, creative and independent?
- Are babies talked to, sung to, read to?

Hours:

- Do their daily hours and vacation plans meet own needs?
- Can arrangements be made for extended days?
- Are there any plans for substitute care?

Cost:

- What are all of the costs? Ask about baby food, juice, formula, disposable diapers?
- Does the provider get paid even when children are gone due to illness or vacation?
- Does the amount and schedule fit your budget?

Meals:

- Who provides meals and snacks?
- Are they nutritious and appealing?
- Is there special effort made to eliminate salt and sugar for babies?
- What finger foods are offered?
- Are feedings on demand or on a schedule?

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Role of parents:

- Are parents free to visit, to observe and to participate?
- Can parents get regular feedback on children's behavior and attitudes?

Your specific questions and concerns:

Parents should feel free to ask questions of the provider. Once parents visit a number of centers or homes, they should try to determine whether the attitudes and activities they observed seem compatible with their own expectations. Time spent choosing the most appropriate provider will eliminate many unnecessary problems, reduce the need to make frequent changes in plans, and give parents and babies more peace of mind.

Materials adapted from: Childcare Resource Center Material. Permission granted.

QUALITY CHILD CARE PROVIDERS

For each of the age groups listed, summarize characteristics of a quality child care provider.

a. Infant child.

b. Pre-school child.

c. School age child.

INDIVIDUAL GROWTH AND DEVELOPMENT: INTERACT WITH OTHERS

Module 11: Identify listening and feedback skills needed for communication

COMPETENCY/SKILL: Develop effective relationships to promote communication with others.

PERFORMANCE OBJECTIVE:

1. Conditions:
   a. Given family unit
   b. Given need to communicate
2. Task: Individual will be able to identify listening and feedback skills needed for communication.
3. Standard: As evidenced by responses to role playing

STUDENT LEARNING OBJECTIVES:

1. Comprehends effective communication skills for parents.
2. Uses communication skills to promote effective communication.

STUDENT LEARNING ACTIVITIES: Read attachments 11.1 and 11.2.

EVALUATION ACTIVITY: Using attachment 11.2, have students role play family situations. Look for effective communication including such areas as:

a. Reflective listening.

b. Paraphrasing.

c. Feedback

Content

Family Communication

Recognition of the communication process involves coding and decoding, effective listening skills, asking for feedback and an overall willingness to communicate.

With today's fast pace and rapidly changing world, it is more important than ever that families develop effective communication. Communication is the way we share what is meaningful in our lives with others. Families have within their reach the ability to build up or tear down the people with whom they live.

Families strive for a more loving, supportive, and enriching life through communication. Although employed parents are very busy, they can know that the limited amount of time available for the family can have a very positive effect on their quality of life.

Communication involves more than hearing or speaking words. All messages are "coded" through words, tones, and gestures. This same message is then "decoded" so that the thought, feeling, or idea is understood.

A significant aspect to this process of "coding" and "decoding" is to be an EFFECTIVE listener.

Feedback is an important tool in communication. We feed back our messages to others in three different areas of perception: what we see or hear, what we think, and how we feel. "I" messages are given from our own perspective:

- how I feel
- what the other person is doing
- what I'd like

Example: "I am discouraged and think what we are doing is unimportant when you do not come on time to our meetings."

Attachment 11.2

GUIDELINES TO EFFECTIVE LISTENING

Learning to be a good listener takes a lot of hard work, patience, and skill. It doesn't come naturally to most of us. Really listening to you child communicates your respect and love and builds a healthy relationship with your child. When you listen to your child, it makes it a lot easier for them to return the same courtesy -- listening to you even when they don't want to.

1. Remember not all messages are verbal. Learn to listen to behavior with your eyes. The language of a sullen face, a slammed door, and a laugh are real.

2. Be interested -- express your interest through words and body language.

3. Use the six signs of listening:
   a. face the other person
   b. sit close to the other person
   c. alert, erect body posture that says, "I'm with you; I care."
   d. lean toward the other person
   e. maintain eye contact - this includes raising the child to your eye level or your stooping down to his/her.
   f. be relaxed

4. Be available. For elementary school children the time after school seems to be critical. Children need to feel that you're not too busy to share a joyful experience or good news. For parents who work outside the home, this can cause a dilemma. Perhaps one parent could arrange to have some time available to talk to them on the phone at this time of the day.

5. Give the child your undivided attention by stopping the activities you are involved in -- turning off the T.V. or radio, or taking the phone off the hook.

6. Select a quiet spot and unhurried time, if possible.

7. Provide daily opportunities for the child to be alone with you, if even just for a few minutes.

8. Be patient -- encourage talking with questions like "How was your day?" "You look like you've really been having a fun time playing. What have you been doing?"

9. Encourage the child to keep talking by saying such things as: "Uh-huh," "hmmm," "I see," "And what happened then?" Nod your head; look interested.

10. Do not cut off the child before she/he is finished.

11. Show empathy - the ability to put yourself in his/her shoes.

12. Help clarify and relate experiences by (a) paraphrasing; "I hear you saying that you are really excited about that new TV show and would like to watch it." (b) making connections; "Do you think your insommia could have anything to do with your upcoming exams?" (c) drawing generalizations and conclusions and summarizing what has been said; (d) pointing out inconsistencies - "I hear you saying that you want more freedom and yet you are also saying you want me to make these decisions for you." (e) checking with the child to make certain you are understanding him/her correctly.

13. Use reflective listening when
    a. you hear feelings (sad, puzzled, depressed, angry).
    b. the other person "owns the problem."
    c. you genuinely want to help the person with his/her problem at that time; you feel empathetic.
    d. you are able to accept his/her feelings, whatever they may be or however different they may be from your own feelings.
    e. you are primarily interested in the other person's needs -- and can accept the other's responses.
    f. you do not have your own feelings too much involved in his/her problem -- you must feel "separateness."
    g. you must have a deep trust in the child's capacity to handle his/her feeling, to work through them and to find solutions to his/her problems.
    h. you must appreciate that feelings are transitory, not permanent, so you need not be afraid of feelings getting expressed.
    i. you must be able to see your child as someone separate from you -- a unique individual no longer joined to you.

*** Remember...there are no "shoulds" in feelings. We all have strong feelings. They are neither right nor wrong; they simply are!

14. Examples of reflective listening;
    a. The child comes in and slams the door. Parent walks over to the child and bends down by him/her. "Boy, you sound angry! Did something happen outside?"
    b. The child yells out, "I hate that stupid teacher of mine."
       "You're really angry with your teacher!"
       "Yes. She doesn't ever explain the assignments."
       "And that really frustrates you."
       "Well, I couldn't understand the math problem and everyone laughed at me."
       "You felt really stupid and silly. It really hurt when they laughed at you."

15. Reflective listening helps a child to accept his/her feelings as honest and legitimate. It seems that often when a child's feelings are accepted and respected, the intensity of the feeling can pass. Reflective listening also helps a child dig deeper to help him/her learn to understand him/herself.

16. For many of us it is hard to accept the strong negative feeling our children express because we were raised to hide our feelings. Strong emotions often scare us. Sharing this with an older child may be appropriate.

17. Avoid the roadblocks to effective listening. Often parents tend to respond to children in ways that inhibit further communication. These include:
    a. ordering - the commander-in-chief approach to communication. The parent demands the child get rid of negative feelings and shape up. He/she wants to keep everything under tight controls.
    b. belittling the child or criticizing the child. This parent may ridicule, name-call, or use sarcasm to put the child down.
    c. the expert or know-it-all role. The parent plays the role of lecturer or advisor - seeing themselves as a self-appointed expert.
    d. evaluating or moralizing. The moralist parent is a shouldist. You should do this, you shouldn't do that. This parent is concerned with proper feelings - not with listening to real feelings.
    e. consoling or reassuring. The marshmallow parent treats the child's feelings lightly with simple reassurance and a pat on the back. They tell kids that everything is O.K., even when it is not.
    f. denying -- this parent askes the child to deny his/her own feelings and he/she also denies what the child is saying: "You don't really hate me" instead of facing what the child is saying.
    g. warning, admonishing, threatening. The parent tries to control the child. "If you don't stop crying right now, you'll go to your room."
    h. withdrawing, distracting, or humoring. The parent tries to distract the child from his/her real feeling and replace it with a less negative or threatening feeling.

18. Remember...don't expect a child to talk reasonably in the heat of anger. Wait for the child to cool down. There will be other times when the child may not want to share his/her problems. An effective listener knows when to back off with the message that "if you want to talk later, I'm available."

INDIVIDUAL GROWTH AND DEVELOPMENT: INTERACT WITH OTHERS

Module 12: Evaluate interaction skills for positive relationships with others

COMPETENCY/SKILL: Develop effective relationships to promote communication with others.

PERFORMANCE OBJECTIVE:

1. Condition:
   a. Given busy family units
   b. Given family members with diverse interests
2. Task: Individual will be able evaluate interaction skills for positive relationships with others.
3. Standard: As evidenced by response to essay question

STUDENT LEARNING OBJECTIVES:

1. Identify ways families can build family togetherness.
2. Strengthen family togetherness through planned family activities.

STUDENT LEARNING ACTIVITIES:

1. Distribute "Strengthening Family Togetherness" (attachment 12.1). Have students summarize ways these families build family togetherness. Discuss ways their families build togetherness.
2. Use attachment 12.2, "Leisure Activity Check List" to have students assess their present priorities regarding framily activities. Have them discuss ways they could strengthen their family togetherness through planned family activities.

EVALUATION ACTIVITY: Family Interaction (See Attachment 12.3)

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Strengthening Family Togetherness

All good things—including a family that manages to survive, thrive and have fun together—take some effort and thought. The many ways that readers of FRIENDLY EXCHANGE have devised to make family life richer and more rewarding are a testimonial to their creativity and to their regard for other family members. What a treat to be able to share those thoughts!

Togetherness Time

Our family consists of two working parents and two teen-age daughters. Try as we might to cover all bases, two areas always seemed to get short-changed—a togetherness time when all were home, and an exercise program.

Now we have one solution for both problems. Each night around 10, the four of us take a mile-long stroll around the neighborhood. Mystical darkness, night sounds, stillness, calm, cooling summer breezes, rain pattering on the umbrellas, snowflakes gathering on collars, hushed conversations—all are intense experiences that refresh us, draw us close together and etch a lasting memory.

Lonnie Lowenstein
Kirkland, Wash.

Our winters cause us to be constructive with the time spent indoors with our children, ages 7 and 11. One of our favorite things to do is to curl up together in the evening with a book and read aloud. In two years, we've gone through two complete series, and are presently reading Kenneth Graham's *Wind in the Willows*.

These evenings together have solidified our family, taught worthwhile values and given many opportunities for open discussion, besides the added benefit of transporting our family, without one penny of expense, to other places, times and experiences!

Claude and Michele Crawford
Beaverton, Ore.

Getting the News

My four brothers, two sisters and I were raised by our parents on a dairy farm where there was plenty of opportunity to work, eat and worship together. That was

over 20 years ago, and now we are scattered across the country. Keeping in touch has been difficult until just this year, when I hit upon an idea that has proved to be a delightful inspiration. Taking information from the most recent letters we've received from each family, we've begun publishing a bimonthly newsletter (complete with illustrations), which is sent out to all the families involved—and they love it!

Mrs. Cliff Beattie
Salt Lake City, Utah

Editor's note: A portion of the newsletter—published for members of the Walter and Beth Raehl family—is shown above.

One to One

Our family builds togetherness with one-to-one recreation times. Just as Mom and Dad spend time alone together, so each parent spends time alone with each child. While our 4-year-old son, Jeff, is at the baby-sitter, for example, Dad or Mom will pick up our teen-ager, Cassandra, after school and take her golfing or shopping. On another day, while Cass is at school, Dad or Mom will take Jeff to the park or the pier. These times, when the parent's attention is undivided, make each child feel special, and important, and loved.

Ross P. Simpson
Manhattan Beach, Calif.

Our family has decided that Sunday is "Child Stimulation Day." We have two very small children and we try to do something unusual with them on Sundays. It can be as exotic as horseback-riding or going to a museum or a movie, or even as ordinary as going to the local park or playing basketball in our backyard. We found that most weekends we were too involved in our own projects (washing the car or cleaning house), but now, by committing ourselves to "Child Stimulation Day," it is as welcome a change for us as it is for them.

Gary and Beverly Steinberg
Yorba Linda, Calif.

Solving Problems

Since the job jar worked so well in our family, with each person drawing out his/her job for the week, I decided to try a problem jar. Anyone who has a complaint, including Mom, writes it on a slip of paper and places it in the jar. On Sunday afternoons, the time designated for our family gathering, we discuss the various problems. There is something beneficial about writing the problem down that eases the frustration and takes away some of the initial anger, too. Try it, it really works.

Birdie L. Etchison
Portland, Ore.

Traveling Together

At election time we bundled our children together and took them to the courthouse where the townspeople waited for election returns. We felt that seeing the crowds and being a part of the wait and anticipation would teach them the importance of the freedom to vote. Although they were not old enough to vote through those years, they took an interest; by the time of our election parties, that we had at our home each time, they knew whom they were rooting for. They made plaques and banners for their candidates and we had refreshments, "win or lose."

Our next election party will be at my daughter's house. She's giving it for the townspeople who have helped in her husband's campaign. So on it goes.

Thank you for letting us share.

Wynona Troup
Waco, Texas

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Attachment 12.2

LEISURE ACTIVITY CHECK LIST

What Leisure Activities Do You and Your Family Enjoy Doing Together?

Directions: In the first column, check those activities which you like doing or think you might enjoy trying. In the second column, indicate which activities other members of your family like to do. In the third column, check the activities your family actually does together. What do you conclude? Is anyone's interests dominating; anyone being neglected?

Suggestion: You may want each member of your family to complete this check list individually. Then together as a family unit complete the column - "Some Activities We Might Try." Now make definite plans to do the activities you have checked as a family unit.

Items of Leisure Activities	I Like (-Yes)	Other members of Family like (M-mother;F-father B-brother;S-sister)	Family Actually Does	Some Activities We Might Try
Go on a picnic				
Backyard family party				
Play games				
Play with neighbor youngsters				
Visit friends				
Visit relatives				
Play:				
Horseshoes				
Tennis				
Golf				
Touch football				
Softball				
Volleyball				
Basketball				
Catch				
Lawn bowling				
Croquet				
Go swimming				
Water ski				
Boating, canoeing				
Fishing				
Hiking, walking				
Go for a drive				
Visit a museum				
Attend an art exhibit				
Clean the yard				
Paint the house exterior				
Paint the house interior				
Watch television				
Go to a movie				

Items of Leisure Activities	I Like (-Yes)	Other members of Family like (M-mother;F-father B-brother;S-sister)	Family Actually Does	Some Activities We Might Try
Sport activities - organized:				
Baseball				
Tennis				
Swimming				
Boat race				
Car race				
Track and field meet				
Attend a flower show				
Attend a boat show				
Attend an auto show				
Listen to music				
Read a book together				
Sing as a family				
Sing with friends				
Sing in a church choir				
Play musical instruments				
Attend a musical program				
Attend a play (theatre)				
Attend a school play				
Go on a trip				
Horseback riding				
Dancing				
Watch the sunset				
Look at stars				
Locate constellation				
Build a bird feeder				
Collect rocks, or shells, or...				
Plant a garden				
Plant a tree				
Go camping				
Go motor cycling				
Go bicycling				
Look at flowers				
Watch the sun rise				
Go to a drive-in movie				
Eat out				
Others - your own list				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				

We will meet together as a family on _____ (date) to choose an activity to do together and a date when we will do it.

FAMILY INTERACTION

Directions: Based on your present family structure, evaluate your interaction with family members. Identify one way you can improve the interaction.

Family Member	Present Interaction	Ways to Improve Interaction
A. Mom/guardian		
B. Dad/guardian		
C. Brother		
D. Sister		

INDIVIDUAL GROWTH & DEVELOPMENT: MEET BASIC NEEDS

Module 13: Analyze the impact of individual needs of the family

COMPETENCY/SKILL: Evaluate family and career changes as to the impact on individuals.

PERFORMANCE OBJECTIVE:

1. Condition: Given couples who both work outside the home.
2. Task: Individual will be able to comprehend that working couples will have multiple roles.
3. Standard: As evidenced by responses to "Analyzing My Work--Family Balance" handout.

STUDENT LEARNING OBJECTIVES:

1. Knows terms associated with multiple roles of the work-family lifestyle.
2. Analyzes "me," "they" and "we" time for working couples.

STUDENT LEARNING ACTIVITIES:

1. Read attachment 13.1
2. Match terms and definitions on attachment 13.2.
3. Interview a woman who works outside the home, is married, has young children, and maintains a home. Ask her to complete "Analyzing My Work-Family Balance" handout (attachment 13.3). Share findings with class members.

EVALUATION ACTIVITY: Have students interview a woman who works outside the home. Ask her to complete, "Analyzing My Work-Family Balance" handout (attachment 13.4). Have students summarize orally or in writing the women's multiple roles.

Attachment 13.1

Understanding Multiple Roles of the Work-Family Lifestyle.

Demands made on the employed parents' time and energy outside the home affect their self-concepts and the character of their relationships within the family. Many times women contribute to family income by working outside the home and try to retain the major responsibility for homemaking and childrearing as well. However, it is becoming increasingly difficult for both men and women to follow the traditional male-female role patterns which evolved when women were not working outside the home. In learning to manage the work-family lifestyle, one needs an understanding of multiple roles.

Our roles are influenced by two factors:

1. The demands, expectations, responsibilities and pressures that other people impose on us in any given role,
2. our own perceptions of what we think we ought to be doing to fulfill that role;

which together influence our behavior - how we actually act as we carry out that role. (Hall and Hall, 1979) The "building blocks" of our roles are the actual behaviors, tasks, activities, responsibilities, etc. that we perform. Thus, each role may include numerous bits of behavior all of which we want to and/or believe we are obligated to perform.

Over the years, many roles or tasks that are parts of roles have been allotted exclusively to males or females. The most outstanding examples of these traditional sex roles have been in the area of men as breadwinners, doing work away from home and doing the "outside chores" at home, with women taking on most of the child-rearing responsibilities and work inside the house. Working couples and single working parents are likely to feel "role-overload" with the increase in tasks associated with taking on more roles and responsibilities.

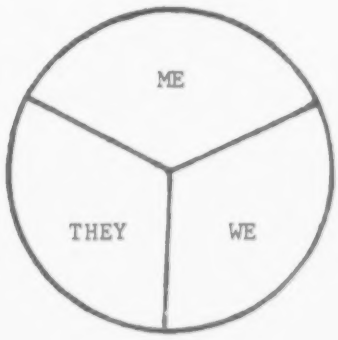
Readjustment in traditional roles is resulting in a good deal of domestic stress in the 1980s. Both men and women are experiencing "role expansion" (taking on more roles and sharing roles while continuing in old roles) as well as "role-overload" (too many roles and related responsibilities). Stress is bound to occur as more fathers and partners share the responsibility for household chores and childcare and as more mothers add part-time or full-time jobs outside the home. The move toward role flexibility is not easy because couples often feel they are "going against the grain." As some couples try out new ways to handle work and family responsibilities, they discover that deviation from traditional roles may be personally uncomfortable and may result in criticism and pressure from those close to them. The deviation puts them in a position of being at odds with their culture's prescriptions and their own "gender expansion line," (their internal definitions of male and female role behaviors) which can activate ambivalent feelings within themselves.

Family Social Scientists have developed the term egalitarian (e-gal-i-tair-iən) marital relationships to fit the complementary, shared and expanded roles necessary for successful balancing of work and family. They use this term rather than equalitarian, meaning completely equal, the same. Few would support the idea that mothers and fathers need to or even would want to be exactly the same in what and how they contribute to family well-being. The egalitarian pattern facilitates the wife's working by altering the allocations of responsibilities within the family: husbands increase their participation and assume some of the domestic and child care responsibilities which customarily fall exclusively on wives. Thus, each marital partner has a significant role in both paid work and in family work.

Learning to make such adjustments is not easy. Re-allocation of tasks is likely to be most successful when each partner discovers and utilizes his/her strengths and interests. Even when the partner is willing to take on jobs formerly done by the other partner, communication and mutual support are needed.

The price for not making at least some role adjustments is high. It can affect "productivity" at home and work, and can lead to frustration and dissatisfaction with family life. The reward for awareness, communication and making some role adjustments is equally high - supporting productivity at home and work as well as increasing satisfaction with family life for many.

Each employed person must learn to balance the needs and responsibilities in his/her roles as an individual (ME) as a family member (or in significant relationships) (WE), and as an employee, or employer (or both) (THEY). Each area may be competing with the others for one's time and energy.



While these three major areas may not always be equally divided; for most people, over time, each area needs some time and attention. Most people find that there are times of imbalance related to the family life cycle or their job/career development, etc.

Terms Associated with Multiple Roles of the Work-Family Lifestyle

Directions: Match the definition on the right with the term on the left

_____1. Role Expansion	a. putting off one activity or responsibility to fullfill others
_____2. Role Overload	b. too many roles and responsibilities
_____3. Gender Tension Line	c. taking on more roles and sharing roles while continuing in old roles
_____4. Egalitarian	d. when couples balance and share roles and responsibilities
_____5. Trade-offs	e. one's own definition of male and female role behaviors

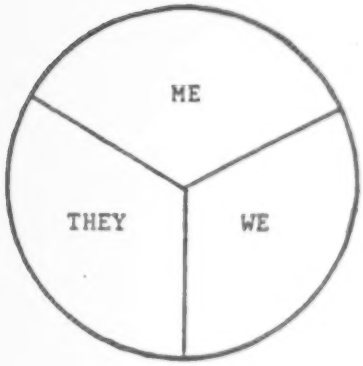
---

TEACHER ANSWER KEY

1. c 2. b 3. e 4. d 5. a

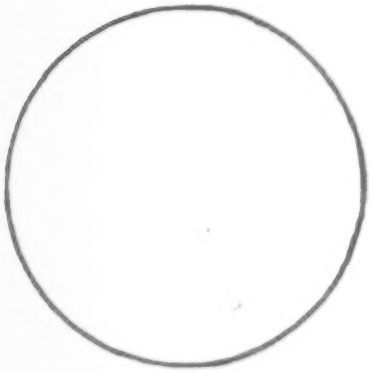
Attachment 13.3

ANALYZING MY WORK-FAMILY BALANCE

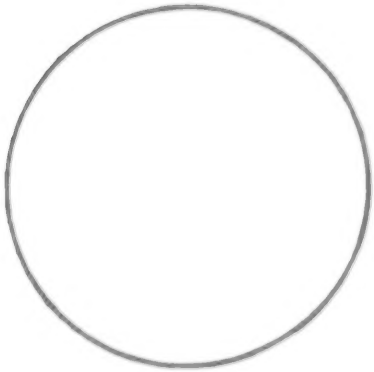


"ME" - Personal
"WE" - Family and Close Relationships
"THEY" - Work (or outside activities)

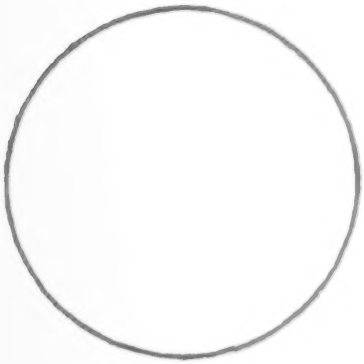
Draw yours:



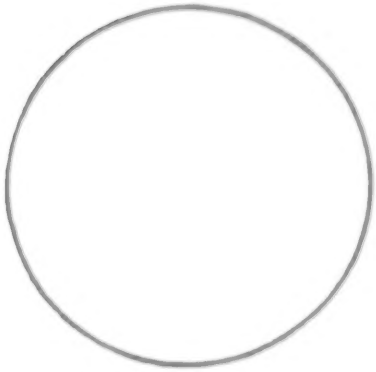
Most of the time



The most out of balance
I am likely to be
How often? _____



How _____
(spouse, boss, etc.)
wants it to be



How I want it to be

Developed by J. Comeau, March 1983

INDIVIDUAL GROWTH & DEVELOPMENT: COPE WITH CHANGE

Module 14: Communicate clearly about roles expectations

COMPETENCY/SKILL: Evaluate family and career changes as to the impact on individuals.

PERFORMANCE OBJECTIVE:

1. Condition: Given couples who both work outside the home.
2. Task: Individual will be able to communicate clearly about role expectations.
3. Standard: As evidenced by development of role sharing schedule

STUDENT LEARNING OBJECTIVE: Student will be able to communicate clearly about role expectations.

STUDENT LEARNING ACTIVITIES:

1. Read content on attachment 14.1.
2. Have a panel of working couples present a discussion on division of roles and responsibilities among family members.

EVALUATION ACTIVITY: Role Expectations (See attachment 14.2)

Content

2. Interchangeable Roles: Strategies for Change

Some couples are finding that working through role issues and doing more role sharing has had positive results in their family life which in turn has had a positive impact on their work performance.

Other couples have discovered that one or both are unwilling to make changes, resulting in more conflict over the little details (eg. the messy house, a late meal) and more feelings of resentment by the partner who feels overburdened.

These role sharing and role change issues also impact on parent-child relationships as children of working parents are often encouraged and/or expected to share in household and personal responsibilities that were once carried out by a parent (particularly by mother, before she worked outside the home, but also by father, as his roles evolve in tandem with mother's changing roles).

Whatever stage or situation families are in with regard to roles and the tasks that go with those roles, coping strategies are needed: ways of handling conflict and frustration, ways to encourage communication and change, to establish priorities, to reevaluate standards, to change their own expectations of themselves and each other. Much of this curriculum is devoted to a variety of work-family management skills. In this unit, some of the management and communication issues most closely related to roles will be addressed.

The Need for Role Sharing

At the point that both partners or a single parent begins to work, the family's lifestyle changes. Whether those changes lead to a productive life-style both at home and work depends on how actively and effectively family members cope and manage the changes. A "reactive" approach, clinging to the way things used to be, is not productive and often not supportive of family relationships, individual self-esteem, or work and family satisfaction.

In her often quoted extensive time use research in the late 1960s, Kathryn Walker reported that the full-time housewives in her study were averaging 57 hours per week in "purposeful activity performed for providing the goods and services used by the family." Other national studies have confirmed this figure. But what about all the "time saving devices?" Studies show that while some may be (human) energy saving they aren't very time saving - the time is just spent differently. One study showed that homemakers now spend the equivalent of one full day per week on the road and in the store compared with less than two hours for women of the 1920s.

ROLE EXPECTATIONS

Directions: Select a couple to use for your job sharing schedule. The couple may be your own parents or some other working couple.

1. Ask them to complete the chart below
2. Then, you may want to group their tasks by functions such as food, money, entertainment, etc.
3. Meet with your couple and by consensus agreement, divide tasks amoung family members so each adult will spend approximately the same number of hours per week doing the tasks.
4. Your completed sheet may look like attachment 14.3.
5. Check up in a few weeks to see how the division of tasks is working.

HOMEMAKING TASKS

Task	Who does it?	How Many Hours Per Week Does It Take?
1.		
2.		
3.		
4.		
5.		
6.		
7.		

JOB SHARING SCHEDULE

Hours Per Week	Roy	Hours Per Week	Barbara
1.	Grocery shopping	10	Cooking
5	Dishes	1	Garbage
5	Washing clothes	2	Drying/putting clothes away
2	Ironing	1	Mending
1	Bill paying	2	Coordinating family schedules
2	Mowing lawn	1	Planning entertainment
2	Taking children to lessons/games/doctors	1	Buying gifts
1	Bank accounts	1	Maintaining cars
TOTAL HOURS PER WEEK: 19		TOTAL HOURS PER WEEK: 19	

Module 15: Select coping skills to reduce family stress

COMPETENCY/SKILL: Evaluate family and career changes as to the impact on individuals.

PERFORMANCE OBJECTIVE:

1. Conditions:

   a. Given single parent or dual career couples.

   b. Given decision to divide homemaking tasks among family members.

2. Task: Individual will be able to select coping skills to reduce family stress.

3. Standard: As evidenced by response to case problem.

STUDENT LEARNING OBJECTIVES:

1. Define "priority", "standard", and "expectations" as they relate to changing family roles.

2. Lists homemaking tasks.

3. Uses one's personal standards regarding homemaking tasks to prioritize and delegate homemaking jobs among family members.

STUDENT LEARNING ACTIVITIES:

1. Read attachment 15.1. As the following terms relate to changing family member roles, give an example of a family "priority", a "standard" and an "expectation". Students may want to view a family situation comedy T.V. show to identify specific examples of each of these terms.

2. Make a list of homemaking tasks for which your family members are responsibile. Consult attachment 15.2 for an example of types of tasks you might include. Check with all family members to make sure your list is complete.

3. From the list in activity #2, select five specific tasks that could be eliminated or for which standards could be lowered. Write down why a selected task could be eliminated. (Generally it should be because the task is low priority - doesn't lead to a high priority long-term goal)
   -What long-term goal is it related to?
   -Is that a high or low priority goal?

4. From the information in #2 and #3 above, write down how your family members could change a standard regarding a task. Remember a standard is how well something needs to be done. An example of a standard is having no dirty dishes on the kitchen counter (they are either washed and put away as soon as they become dirty or they are put in the dishwasher).

5. Regarding the information in #4 above, what reactions might be expected from family members regarding the change in standards?

6. Have students share the information from these learning activities. Point out that not everyone would change the same things in the same ways. Point out that the ideas of other students may add to your list of possible changes.

EVALUATION ACTIVITY: Homemaking Task Responsibilities Case Problem (See attachment 15.3)
(Note--This criterion referenced measure might be done in a large group discussion. Also, after viewing a family type T. V. show, the students could discuss the same issues)

Use the following criteria to evaluate student mastery of this task:

Yes	No		
___	___	1.	Knows the terms used regarding changing family roles.
___	___	2.	Can identify possible homemaking tasks for a family.
___	___	3.	Recognizes that each family member may have different personal standards regarding homemaking.
___	___	4.	Can compromise ones personal standards so tasks are completed and duties are shared among the family members.

Attachment 15.1

Content

Priorities

Priorities are the planned choices for what order of importance are given to a set of goals. As we "spend" the precious minutes of the day, or our hard earned dollars, we may or may not be accomplishing what is most important to us - what needs to be done to reach our goals. Our time, energy and money are major "resources" we use to reach our goals.

In considering role sharing, if we have not first considered priorities as an individual and as a family, it is unlikely that goals will be met any better than without role sharing. By having considered together what is most important both in the long-term, and therefore, in the related short-term, family members can more easily transition into the "who" can do along with the "what" is to be done.

Thinking about individual/personal priorities and how the demands and priorities of work impact on the individual's ability to perform home-related responsibilities can help sort out what isn't important, and what could be done by someone else. With this knowledge, an individual is better prepared to communicate with other family members about role sharing issues. By the same token, when the family is aware as a group of what it has decided is most important to them, there is less conflict over what isn't being done.

Those things which are not done, are the "tradeoffs" for the things which are done. Since resources are almost always limited to some extent, we are constantly making "tradeoffs" in how we spend our time, energy and money. In order for someone else to take on a new activity, they must trade off time and energy for doing other things they might have done instead. If outside help is hired, we have to "trade off" dollars that could be spent elsewhere.

This curriculum addresses techniques for setting priorities in several places: Unit II Part B "Framework for Parenting and Working" looks at underlying values and goals which are the foundation for setting priorities. Unit III Part B discusses time and energy management and how setting priorities is involved in management strategies.

In this section we see that setting priorities is a valuable tool for managing the multiple roles of the work-family lifestyle and also is an important step in successful role sharing efforts with family members, extended family and community service providers (child care providers, household repair and maintenance services, etc.).

Standards and Expectations

It can be quite painful to give up one's dream of the perfect house, the ideal workshop, the showcase yard, or the sharpest car; but most dual-employed or single working parents must learn to let some things slide. What can be eliminated or done less often or less well depends on each person's and each family's values and priorities. Standards are judgements, a measure of how well we feel something has been done. Standards are learned, and reflect our early family and school experiences as well as our own personalities and values. ("If it's worth doing it's worth doing well"). Those who are "perfectionists" will probably have the most difficulty lowering their standards.

Changing standards and expectations does not always mean lowering them. An increase in standards may also occur as individuals or families evaluate priorities and find that some things which are important haven't received enough attention (ranging anywhere from spending time reading to a child instead of watching TV to spending more time getting the car washed more often during winter so it doesn't rust out and cost more money for repair).

Standards very quickly translate to expectations. A standard by itself is a cold piece of information - how much, how often, how well. When it becomes an expectation the "should" is added. When that "should" or "expectation" is not met, there is discomfort (thus a feeling part is added). Standards are the measuring stick of expectations, eg. we expect a child to clean his/her room. When the child emerges from the room and announces the room is cleaned, is our expectation met? But if we look at the room and see clothes thrown on the closet floor, the rumpled, half-made bed, etc. - is our expectation met? That depends on our standards for the child's room.

Changing standards, if it is to be done comfortably, involves many elements:

First, if the issue impacts on the entire family, it is necessary to talk over a possible change together (eg. only doing laundry once a week and expecting each member to take their own clothes upstairs; or volunteering to continue to change the oil in all the cars but expecting each "primary driver" to keep the gas tank filled, the oil checked and the car clean; or deciding to keep family photos in a box instead of an album). Depending on how important it is to a person not to continue that task the way it has always been done, he or she may present this information as fact ("from now on . . .") or as an area to be negotiated. The family may want to explore possibilities of someone else taking over a given task if the family doesn't want to lower their standards.

Second, if another person takes over a new role, but someone else will be supervising the job, (or having an opinion about it or will evaluate it), standards should be discussed ahead of time. It is not always easy to transfer a piece of one's role, but it is even more difficult to transfer the standards associated with it.

Third, one must negotiate with oneself to get comfortable with the change. Whether one is the initiator of a change in standards or must live with a change in standards initiated by another member, it can take some mental adjustment. We all have the inner ability to "adjust our attitude." We can work on our "self talk" and we can get social support. (See sections that follow).

Attachment 15.2

TASK LIST IDEAS

(List adapted from The Two-Career Couple by Francine & Douglas Hall)

FOOD CHORES
- Shopping
- Cooking
- Cleaning up/dishes
- Garbage
- Packing lunches

CLOTHES CHORES
- Shopping
- Washing
- Folding
- Putting away
- Dry cleaning
- Mending
- Ironing
- Weeding out old clothes

MONEY CHORES
- Budget planning
- Bill paying
- Bank accounts

HOME MAINTENANCE
- Cleaning
- Appliance care/ repair
- Lawn or yard
- Furnace
- Storms, screens, etc.
- House repairs
- Dealing with service people

CAR CARE
- Filling with gas
- Checking oil
- Maintenance (oil, lub, etc.)
- Cleaning inside
- Washing

SOCIAL OBLIGATIONS
- Gift buying
- Entertaining
- Cards, letters, etc.
- Coordinating family's social and/or school schedules

CHILDREN (not including psychological care)
- Meetings at school
- Driving
- Support for activities (scouts, 4-H, etc.)
- Volunteer work for activities (umpire, den mother, etc.)
- Help with projects
- Getting baby sitters
- Physical care (diapers, cuts/scrapes)

HOMEMAKING TASK RESPONSIBILITIES CASE PROBLEM

Directions: Read the case problem described below. Think through what this family's "priorities", "standards" and "expectations" might be. Make a list of possible homemaking duties for this family. Prioritize the tasks for this family. Make a delegation chart identifying who will be responsible for what jobs. Identify how often and/or how well the job should be done.

Tony and Jane are married and have three children ages 1, 4 and 7. Jane has been a full-time homemaker for the last ten years. Now, Tony and Jane have decided that if both Tony and Jane worked, they would be better able to meet their family financal needs. Tony has child care facilities in his electronics manufacturing company so Jane and Tony feel comfortable about leaving the two youngest children with child care providers during part of the day while they both work. Since Jane has been the full-time person in charge of the home, she has determined how things will be done and to what standard. Now that she will returning to work, she is wondering about how to divide the homemaking jobs. She is also uncertain about letting Tony and the children do homemaking jobs. Last year, they tried to share the homemaking jobs but Jane felt frustrated. Tony was responsible for washing the clothes yet he only washed once a week and never ironed. Jane usually washed every other day and ironed everthing. While Jane is glad to be returning to work after ten years in the home, she is still uncertain about how the priorities and level of standards will work with the homemaking jobs.

INDIVIDUAL GROWTH AND DEVELOPMENT: COPE WITH CHANGE

Module 16: Identify family philosophy regarding role sharing

COMPETENCY/SKILL: Evaluate family and career changes as to the impact in individuals.

PERFORMANCE OBJECTIVE:

1. Conditions:

   a. Given need to share homemaking roles.

   b. Given dual career couple.

2. Task: Individual will be able to identify family philosophy regarding role sharing.

3. Standard: As evidenced by ability to match family beliefs, attitudes and actions to continuum of family philosophies.

STUDENT LEARNING OBJECTIVES: Comprehends meaning of "traditional" and "egalitarian" as they relate to family beliefs, attitudes and actions.

STUDENT LEARNING ACTIVITIES:

1. Read attachment 16.1

2. Examine attachment 16.2. Have students identify families they know who are "traditional," "moderately egalitarian" and "egalitarian."

EVALUATION ACTIVITY: Family Philosophies (See Attachment 16.3)

Content

Family Lifestyle - Traditional or Egalitarian?

In thinking about how families are managing their work-family lifestyle and considering strategies for how they can most effectively and painlessly make changes that contribute to family satisfaction and well-being, it seems that we must consider where the family "is at" regarding traditional versus egalitarian thinking and behavior.

As stated in section one, egalitarian marital (and family) relationships are those where members believe in and practice role sharing and have developed complementary expanded roles for successful balancing of work and family. Family members do not always make decisions about who does what by the traditional sex role division of labor.

Generally this means that men increase their involvement in home and family tasks to balance the decrease in time and energy women have for such tasks when they work outside the home. Both partners share in paid work and family "work." Children are also encouraged to take responsibilities that are often not expected of children whose mothers do not work.

Social Scientists who coined the term "egalitarian" did so to avoid the meanings of the word "equalitarian" which would seem to suggest a totally equal sharing of all tasks and responsibilities. This would be not only impossible for families to achieve but impractical as well. However, it does imply more equality between partners in terms of overall "work load."

Utilizing the traditional sex role means for task assignment is not inherently bad or unproductive. Because boys and girls are raised learning and practicing the skills and abilities traditionally attributed to them, men and women often have strengths in traditional areas. Also, it takes much time and energy to negotiate and learn new roles. Working couples are often low on these two resources. Thus, each family must work out its own balance of traditional and nontraditional roles, hopefully in ways that allow both men and women to contribute to the work of the family and still have energy to be productive employees at work.

The family that is presently practicing a very traditional lifestyle in terms of role assignment and the resulting division of labor and responsibility will probably not find the same approaches and strategies as helpful as the family that is more egalitarian. And they may find different starting points more useful. Even in those families where there is belief and discussion about egalitarian roles, we may or may not also see these beliefs carried into action.

It may be helpful for individuals developing new skills for balancing work and family to consider where family members fall on this continuum (see handout A10 for details):

traditional	moderately traditional	moderately egalitarian	egalitarian

It is when there are differences between where couples (and children) fall on this continuum that we will find more role-related stress and perhaps conflict as well. It has also been suggested that during times of change (and therefore stress) in families, they will tend to move back to more traditional behaviors, perhaps because there is less energy available to keep the new egalitarian style implemented.

When attempts to facilitate role sharing are not successful, or occur very slowly as in the more traditional family, the spouse working for change may need extra social support. In high conflict situations, seeking outside counseling may be helpful for assessing values, priorities, and for facilitating family communication.

Note: There is no indication that role sharing and an egalitarian lifestyle will confuse gender identity development in children. How children are encouraged to develop in terms of the traditional or egalitarian view of sex roles and the beliefs and behaviors parents model (along with what children learn in a myriad of other ways) may influence that child's tendency toward the traditional or egalitarian philosophy of how roles are played out in families. This is not to be confused with the basic sexual development. Basic hetero-sexual development is a complex social and psychological process with gender identity (I am a boy or girl) being established by age two. Thus, boys who see fathers modeling egalitarian role philosophies - washing dishes, active in child care, cooking, etc. are not going to become gay; nor are girls going to become gay because they see their mother using a hammer. Traditional or egalitarian role practices in the family will only influence children in terms of developing a more narrow or broad view of strengths and activities that can be carried out by males or females.

Children will learn to be more traditional or egalitarian primarily by example. As parents model role sharing and egalitarian practices, children will notice the differences. The older they are, the more aware they are of the pressures to remain traditional. Thus, families practicing an egalitarian lifestyle may also want to explain what they are doing and why. Children need support and to understand why their family is changing and might be different from some other families they know.

Attachment 16.2

FAMILY ASSESSMENT
TRADITIONAL OR EGALITARIAN?*

The purpose of this form is to decide generally how family members feel about role sharing issues.

Family Member:	TRADITIONAL	MODERATELY TRADITIONAL	MODERATELY EGALITARIAN	EGALITARIAN
Responsibilities and Tasks	-believes that there is "men's work" and "women's work" and is not willing to break those traditions even if both partners work outside the home. -believes that the income provided as "breadwinner" is the man's contribution to family responsibilities.	-believes there is "men's work" and "women's work" but is willing to "help out" occasionally with tasks that are traditional to the opposite gender seldom initiates such tasks). -believes that the income provided by husband/father is a major contribution to family life, but involvement in other ways is needed as well.	-believes that men and women are capable of many tasks and behaviors traditional to both genders and is willing to share in nontraditional tasks. -believes that providing income is only a part of a man's total contribution to family responsibilities, and that women can share as partners in the "provider" role.	-believes that no tasks beyond actual childbirth must be gender linked; shares in all types of activities and is willing to take primary responsibility for some nontraditional tasks. -is likely to initiate a nontraditional task without being asked and believes in a "co-provider" and partner relationship with working spouse.
Parenting Beliefs and Practices	-teaches and encourages children only in the areas traditionally thought to be acceptable behavior for their gender. -practices traditional child care/parenting roles, eg. father serves primarily as the disciplinarian for the children, mother teaches, nurtures, etc.	-teaches and encourages traditional roles, but also is open to breaking some traditions (eg. O.K. for boys to express "tender" feelings or for girls to be independent. -expects children first to be able to accomplish traditional tasks of their gender.	-teaches and sometimes encourages children to discover their own strengths and for both genders to express a wide range of feelings. -is comfortable with children learning nontraditional tasks and practices some traditional and nontraditional child care/parenting roles.	-teaches and encourages children to discover their own strengths and feelings and to take responsibility and share in nontraditional household tasks. -shares actively in parenting roles and responsibilities.
Reaction to Role Sharing	-is highly uncomfortable and/or will react negatively to any pressure to do something not within one's own view of traditional gender roles and responsibilities. -does not ask for or expect help from the opposite gender partner or children	-is somewhat uncomfortable when pressured to do something not within one's own view of traditional sex roles and responsibilities. -will often clarify that he/she is only "helping out" when doing a nontraditional task.	-is comfortable in doing nontraditional tasks. -is willing to share and negotiate tasks - seldom avoids a task because the opposite gender "should" do it.	-is very open and willing to share roles, is actively involved in working out an egalitarian lifestyle within the family.

Developed by J. Comeau

* Traditional beliefs and actions reflect a learned belief system where men's and women's work are distinctly different with men functioning "breadwinners," women as "homemakers."

Egalitarian beliefs and actions reflect development of a new belief system that encourages role sharing between men and women, discovering strengths in nontraditional areas, and striving for a more equal household work load between partners who both work outside the home.

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FAMILY PHILOSOPHIES

Match the family beliefs, attitudes and actions on the left to the best term on the right.

_____1. Is very open and willing to share roles.

_____2. Is somewhat uncomfortable when pressured to do something not within one's own view of traditional sex roles.

_____3. Believes that there is "men's work" and "women's work."

_____4. Is comfortable with children learning nontraditional tasks and practices, some traditional and nontraditional child care and parenting roles.

a. traditional

b. moderately traditional

c. moderately egalitarian

d. egalitarian

Teacher's Answer Key

1. d 2. b 3. a 4. c

INDIVIDUAL GROWTH AND DEVELOPMENT: COPE WITH CHANGE

Module 17: Communicate clearly about role expectations

COMPETENCY/SKILL: Evaluate family and career changes as to the impact on individuals.

PERFORMANCE OBJECTIVE:

1. Conditions:

   a. Given disagreements about family roles.

   b. Given dual career couple

2. Task: Individual will be able to communicate clearly about role expectations.

3. Standard: As evidenced by ability to deal with conflict situations.

STUDENT LEARNING OBJECTIVES:

1. Comprehend that nurturing knows no gender.

2. Use communication techniques to adjust role expectations.

STUDENT LEARNING ACTIVITIES:

1. Read attachment 17.1. Define

   (a) consensus

   (b) pro-social or altruistic

   (c) self-interest and

   (d) negotiative

   Have students role play mock conflict situations. Observe their use of the four techniques.

2. Have students interview their parents. Use attachment 17.2. Conclude that roles are interchangeable and that nurturing knows no gender.

EVALUATION ACTIVITY: Have students complete "Conflicts That Need Adjustment" (Attachment 17.3). Use role playing situations to solve each conflict. Observe student for use of :

a) consensus

(b) pro-social or altruistic

(c) self-interest, or

(d) negotiative.

Approaches to Encourage Role Expansion and Role Sharing

Today's employed parents are confronted with more role stress than their predecessors who centered on the traditional role patterns. They are working out new patterns that will suit them and their situations. The challenges of today's employed mothers and fathers involve not only resolving societal expectations, but also assessing their own well-internalized self-conceptions of being husband/provider, wife/mother. These processes indicate that couples must develop the ability to resolve conflicts and disagreements repeatedly, and at the same time continue to seek family cohesion and satisfaction, even though there are residues of unresolved role issues.

There are a number of approaches to encourage partners to expand their roles including: coming to a concensus, using prosocial or altruistic methods, the self-interest approach and the negotiating process. These methods can be integrated into the work on "Communication for Change" (discussed in this section).

Note: Source on Approaches: John Scanzoni (a noted family researcher and theorist on sex roles), "Strategies for Changing Male Family Roles: Research and Practice Implications" in The Family Coordinator, October 1979, pp. 435-442. Scanzoni points out that sharing and modifying of roles in the family can be viewed as a "justice and social change" issue. He supports the point that other writers on social justice have made: "Unless the subordinate group continually presses the majority for change and equity, change and equity are not likely to occur very rapidly, if at all. The status quo has to be made uncomfortable, or its beneficiaries are not likely to stir very much." In the work-family situation the minority as described above is working women (along with some egalitarian men and children). This picture of anyone's efforts to facilitate change clearly indicates that role changes involve an ongoing process and not a single event in family or spousal communication. Scanzoni also points out that there is room for optimism on role change issues - the research is showing men to be "more amenable to change than they were ten years ago."

Approaches:

Concensus occurs when both parties have come to and agree upon a given issue. Open communication about needs and expectations has occurred. Family members have been open to the feedback of others and have worked to balance their own needs with the needs of others. They have contributed their own ideas as well as having agreed to suggestions of others. A "discovery process" has occurred.

A pro-social or altruistic approach is a strategy which involves communication that emphasizes such points as:

- Fathers should expand their roles just as working mothers do, because it is only right, fair or just. (And mothers should be willing to try some of the traditional male household activities because it is only right, fair or just).

- When all family members cooperate, family life is more satisfying to all members.

- Such changes could further the family toward its goals.

A self-interest strategy centers around how family members would be better off and would profit if roles began to shift in a more egalitarian direction. Mothers, fathers, sons and daughters may find rewards they never expected in exploring flexible roles. Generally, families report that they adjust fairly quickly to many role changes.

By the same token, some tasks traditionally carried out by one gender can be just as boring or unpleasant to the other gender (taking out the garbage, washing dirty diapers, making the bed, cleaning out the refrigerator, cleaning out the garage . . .) but at least there is more variety. In addition there can be relief not only from the routine/traditional division of labor at home, but also relief from the pressures of being a single provider.

When simple requests and discussion do not result in change, negotiation is a method families can use to express needs and encourage role expansion and role sharing. Scanzoni points out that some people may negotiate for "maximum individual profit" (MIP). This is generally what people think of when they hear the word "negotiate." Thus, it may have a selfish or "win-lose" connotation for some. But when negotiation is seen as a method for equity and justice for both partners, couples can experience "MJP" - "maximum joint profit." (Couples who see themselves as "co-providers" - both contributing to the financial well being of the family (even if it's not equal in dollars) generally also are better at the "MJP" style of negotiating).

(Note: Women are more likely to be seen as "co-providers" and thus have more negotiating power:

1) if they are earning a salary or wage that is closer to their husband's income and/or
2) if they work an equal amount of months per year - that is have worked as steadily as their husbands rather than repeated shifts in and out of the labor force).

Negotiation is a process of give and take - concessions and compromises. Both parties end up with something, but not necessarily everything they wanted. Its success depends on the fact that: a) the issue is negotiable; b) the negotiators are interested not only in taking, but also in giving, and are willing to compromise; c) negotiating parties trust each other to some extent. In a successful negotiation EVERYBODY wins.

Attachment 17.2

ROLES ARE INTERCHANGABLE

Check who did the following tasks during your childhood under the "Then" column. Mark who does the activities currently in your family under the "Now" column. Have there been changes? Can there be changes? Should there be changes?

DAD		MOM		SOMEONE ELSE		Who:
Then	Now	Then	Now	Then	Now	
						FOOD CHORES: Shopping
						Cooking
						Cleaning up/dishes
						Garbage
						Packing Lunches
						CLOTHES CHORES: Shopping
						Washing
						Folding
						Putting Away
						Dry Cleaning
						Mending
						Ironing
						Weeding out old clothes
						MONEY CHORES: Budget Planning
						Bill Paying
						Bank Accounts
						HOME MAINTENANCE: Cleaning
						Appliance Care and Repair
						Lawn or Yard
						Furnace
						Storms, screens, etc.
						House Repairs
						CAR CARE: Filling with gas
						Checking Oil
						Maintenance (oil, lube,)
						Cleaning inside & out
						SOCIAL OBLIGATIONS: Buying gifts
						Entertaining
						Cards, letters, etc.
						Coordinating family social and/or school schedules
						CHILDREN: (Not including psychological care)
						Meetings at school
						Driving
						Support for activities (scouts)
						Volunteer work for activities (umpire, den mother, etc.)
						Help with projects
						Getting babysitters
						Physical care (Diapers, cuts/ scrapes)

Conflicts That Need ADJUSTMENT

The specifications of living together impose choices. Two people cannot go to the party and the concert together at the same time; they cannot rear children as Catholic and Protestant at the same time. They cannot spend the same money for slip covers and for a power mower. Such are among the kinds of differences which call for adjustments. Below are several conflict situations. What would you do in each situation.

1. A conflict where two senders want different things: The boss wants you to work on Saturday. However, you've promised to go to your children's ballgame.
2. Two roles that are incompatible: A husband wants his wife to earn more money at her job (overtime), but still wants her home for supper. Or a husband who likes the wife's earnings but still expects to get a good meal on the table each night.

How might the following approaches be used in the situations?

1. Consensus - both agree on a plan of action.
2. Pro-Social or Altruistic - A change should be made based on what is right, fair, just, good.
3. Self-Interest - Center discussion around how the boss or man would be better off or profit if a change were made.
4. Negotiative - Consider consessions and compromises, begin to bargain, haggle, and dicker.

Developed by M. D. Burns
Materials drawn from The Negotiating Game, C. L. Karrass

INDIVIDUAL GROWTH AND DEVELOPMENT: COPE WITH CHANGE

Module 18: Comprehend that working couples have multiple roles

COMPETENCY/SKILL: Evaluate family and career changes as to the impact on individuals.

PERFORMANCE OBJECTIVE:

1. Conditions:
   a. Given working couples.
   b. Given concern over role sharing.
2. Task: Individual will be able to comprehend that working couples have multiples roles.
3. Standard: As evidenced by response to evaluaction activity.

STUDENT LEARNING OBJECTIVES:

1. Illustrates barriers to egalitarian father roles.

STUDENT LEARNING ACTIVITIES:

1. Read attachments 18.1 and 18.2
2. Interview a working father. Complete attachment 18.3.

EVALUATION ACTIVITY: Barrier to Egalitarian Father Roles

Directions: Find three examples from the media (magazines, T.V., etc.) where traditional roles of men/fathers are being maintained. Summarize why these examples are limiting to a satisfactory work/family lifestyle.

Content

Special Role Issues for Fathers

Many workers, men and women alike, are prisoners to their work schedules. If they are on a professional ladder, the choice is one of climbing that ladder or getting off. Other workers must face the constraints of a changing workshift, mandatory overtime requirements and a seniority system.

With increasing numbers of mothers now in the workforce, more home responsibilities need to be absorbed by fathers. Feedback at the worksite often serves to support men's traditional roles and to discourage expanding roles to include parenting and household responsibilities. The worksite can join in encouraging men to be good fathers, to put a premium on being a good father. Employers would do well to recognize more men are seeking jobs "where they've heard of families" as fathers give more thought to how they will balance home and work life.

Before the Industrial Revolution, many fathers worked at home on the farm and were with their children every day. Families did not experience the "absence" of father which occurred when men began to work away from home.

Today's families need fathers who are actively involved parents and partners. They need fathers who will take deliberate and ongoing steps to form close relationships with their children.

HURDLES MEN ENCOUNTER

. . . IN BECOMING ACTIVE FATHERS TODAY

- THE MAJORITY OF FATHERS DO VERY LITTLE CHILD CARE.
- SOCIETY PRESSURES MEN TO STAY IN TRADITIONAL ROLES. IT DOES NOT MAKE RESISTANCE TO THIS IDEA EASY OR THE PRACTICE EASY.
- CONSIDER EXTERNAL OBSTACLES: INFLEXIBILITY OF THE WORKPLACE; SCHOOLS, PEDIATRICIANS, AND OTHER PROFESSIONALS ASSUME THE MOTHER TO BE THE PRIMARY PARENT.
- MEN RECEIVE CRITICAL COMMENTS ON HOW THEY TAKE CARE OF THEIR CHILDREN. SUCH NEGATIVISM DAMPENS ENTHUSIASM ABOUT SHARED PARENTHOOD.
- SOCIETY LIMITS DEFINITION OF FATHERHOOD TO PROVIDER AND DISCIPLINARIAN.
- STORIES LITTLE BOYS READ DON'T OFTEN SHOW THEM HOW TO BE FATHERS.
- SHARING PARENTHOOD BRINGS CHANGES MEN ARE NOT SURE THEY WANT I.E. - MEN GIVE UP "GETTING THINGS DONE" WHEN THEY ARE WITH KIDS.
- MEN ARE USED TO LEAVING THE HOUSE WHENEVER THEY WANT TO, WITHOUT CONCERN FOR WHO IS SUPERVISING THE CHILDREN.
- IN BUILDING RELATIONSHIPS WITH CHILDREN, MEN WANT AND DON'T WANT PARTNER'S GUIDANCE.

ADD YOURS:

Material drawn from: "Male Participation in Home Life..."
L. Lein, October 1979, Family Coordinator
by M. D. Burns

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Attachment 18.3

EXPLORING MY FATHERING ROLE

1. Have I experienced the effects of the "father-knows-best" image?" How has it impacted my parenting experience?

2. What price do I pay for being only the provider in my family? (Or would I pay if I were the only provider?)

3. What do I lose if I am distant from my kid's daily lives?

4. What do I learn about myself when I really get involved in being a parent?

5. What are the attitudes at work about men being an active, involved parent? Do these attitudes and opinions affect my fathering?

Developed by M. D. Burns

INDIVIDUAL GROWTH AND DEVELOPMENT: MEET BASIC NEEDS

Module 19: Identify major developmental characteristics of children

COMPETENCY/SKILL: Apply physical, social, intellectual, and emotional principles to promote development of a child.

PERFORMANCE OBJECTIVE:

1. Conditions:
   a. Given need to parent.
   b. Given need to make decisions regarding child's needs.
2. Task: Individual will be able to identify major developmental characteristics of children.
3. Standard: As evidenced by respoonse of evaluation instrument.

STUDENT LEARNING OBJECTIVES:

1. Comprehend child growth and development information.

STUDENT LEARNING ACTIVITIES:

1. Observe children in preschool environment or use attachments 19.1 - 19.4 to comprehend general stages and characteristics of children's development.

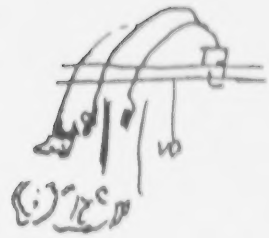
EVALUATION ACTIVITY: Development Characteristics of Children (See Attachment 19.5)

MONTH BY MONTH PLAY CHART

BIRTH TO 1 MONTH

Babies like to:
- SUCK
- LISTEN to repeated soft sounds
- STARE at movement and light
- Be HELD and ROCKED

Give your baby:
- Your TALKING and SINGING
- LAMPS throwing light patterns
- Your ARMS



1 MONTH

Babies like to:
- LISTEN to your voice
- LOOK up and to the side
- HOLD things placed in their hands

Give your baby:
- A lullaby RECORD
- A MOBILE overhead
- PICTURES on the walls
- Your FACE near his

2 MONTHS

Babies like to:
- LISTEN to musical sounds
- FOCUS especially on their hands
- REACH and BAT nearby objects
- SMILE

Give your baby:
- A MUSIC BOX or a soft MUSICAL TOY
- A soft security CUDDLE TOY tied to crib
- Your SMILE

3 MONTHS

Babies like to:
- REACH and FEEL with open hands
- GRASP crudely with two hands
- WAVE their fists and WATCH them

Give your baby:
- MUSICAL RECORDS
- RATTLES
- DANGLING TOYS

4 MONTHS

Babies like to:
- GRASP things and LET GO
- KICK
- LAUGH at unexpected sights and sounds
- Make CONSONANT SOUNDS

Give your baby:
- BELLS tied to their crib
- A CRIB GYM
- More DANGLING TOYS

5 MONTHS

Babies like to:
- SHAKE, FEEL and BANG Things
- SIT with support
- PLAY PEEK-A-BOO
- ROLL over

Give your baby:
- A HIGH CHAIR with a rubber SUCTION TOY
- A PLAY PEN
- A KICKING TOY

*Adapted from: Sandra Streepey's Your Child from Birth to Two Years: a comprehensive guide to educational materials, Vol. I, The Learning Child, Inc., New York, New York, 1971, pp. 86-89.

6 MONTHS

Babies like to:
SHAKE, BANG and THROW THINGS DOWN
GUM objects
RECOGNIZE familiar FACES

Give your baby:
Many HOUSEHOLD OBJECTS
Tin CUPS, SPOONS and pot LIDS
Wire WHISKS
A CLUTCH BALL and SQUEAKY TOYS
A TEETHER and GUMMING TOYS

7 MONTHS

Babies like to:
SIT alone
USE their FINGERS and THUMB
NOTICE CAUSE and EFFECT
BITE on their FIRST TOOTH

Give your baby:
BATH TUB TOYS
More "THINGS"
STRING
More SQUEAKY TOYS

8 MONTHS

Babies like to:
PIVOT on their stomachs
THROW, WAVE and BANG toys together
LOOK for toys they have DROPPED
Make VOWEL SOUNDS

Give your baby:
SPACE to pivot and creep
2 TOYS at once to BANG together
Big SOFT BLOCKS
A JACK-IN-THE-BOX
NESTED plastic CUPS

9 MONTHS

Babies like to:
PULL THEMSELVES UP
CREEP
PLACE things generally where they're wanted
Say "DA-DA"
PLAY PAT A-CAKE

Give your baby:
A SAFE CORNER of the room to EXPLORE
TOYS tied to his HIGH CHAIR
A metal MIRROR
A JACK-IN-THE-BOX

10 MONTHS

Babies like to:
POKE and PROD with their forefingers
PUT THINGS IN other things
IMITATE SOUNDS

Give your baby:
A big PEG BOARD
Some CLOTH BOOKS
MOTION TOYS

11 MONTHS TO 1 YEAR

Babies like to:
USE their FINGERS
LOWER THEMSELVES from standing
DRINK from a cup
MARK on a paper

Give your baby:
PYRAMID DISCS
A large CRAYON
A baking TIN with CLOTHES PINS
His own DRINKING CUP

1 YEAR TO 13 MONTHS

Babies like to:
- CREEP
- CRUISE
- USE 1 or 2 WORDS
- USE their FINGERS
- Be HUGGED

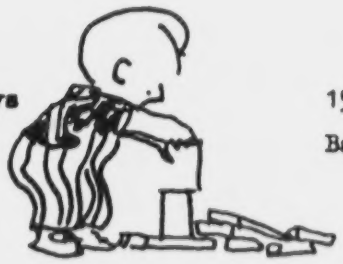
Give your baby:
- A BABYPROOF HOUSE
- CUDDLING
- A STACKING TOWER

13 MONTHS

Babies like to:
- STAND UP, SIT DOWN
- Try FEEDING themselves
- RELEASE OBJECTS with more precision
- IMITATE YOU
- Play WHERE'S BABY

Give your baby:
- His own DISH, CUP, SPOON
- Your GAMES with him
- FITTING TOYS

14 MONTHS



Babies like to:
- Put SOUNDS together
- Have an AUDIENCE
- SEARCH for hidden toys
- PILE 2 or 3 blocks

Give your baby:
- Your ATTENTION
- WOOD BLOCKS
- A CONTAINER TOY

15 MONTHS

Babies like to:
- WALK ALONE
- FLING objects
- FILL and EMPTY
- RESPOND to KEY WORDS
- Exercise HAND SKILLS

Give your baby:
- Big OUTDOOR TOYS
- Your CONVERSATION
- MANIPULATIVE TOYS

16 MONTHS

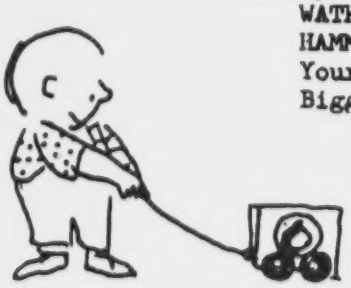
Babies like to:
- SQUAT DOWN
- Walk CARRYING things
- Use SAND
- ROUGH-HOUSE

Give your baby:
- PUSH and PULL TOYS
- Big SOFT TOYS
- Indoor or outdoor SANDBOX
- YOU on the FLOOR

17 MONTHS

Babies like to:
- LUG, TUG, DRAG things
- WAVE BYE-BYE
- Use WATER
- Get INTO EVERYTHING

Give your baby:
- WATER and POURING TOYS
- HAMMERING TOYS
- Your WATCHFULNESS
- Bigger PULL TOYS



18 MONTHS

Babies like to:
- OPPOSE YOU with "NO"
- GET what they want NOW
- Use WORDS with GESTURES
- CLIMB STAIRS

Give your baby:
- Your DIPLOMACY
- STAIRS
- A toy TELEPHONE
- Cloth PICTURE Books

19 MONTHS

Babies like to:
- CLIMB UP onto everything
- MOVE to MUSIC
- IDENTIFY parts of themselves
- SORT OBJECTS and SHAPES

Give your baby:
- A SHAPE SORTING BOX
- A RECORD PLAYER out of reach

20 MONTHS

Babies like to:
- FETCH and CARRY
- DIG and MESS
- Have things THEIR WAY
- REMEMBER from yesterday
- TAKE things APART
- USE 15 to 20 WORDS

Give your baby:
- A carrying CASE
- Little CHORES
- Your PATIENCE
- THINGS to take apart

21 MONTHS

Babies like to:
- Claim "MINE"
- MARK on PAPER
- POINT to objects in BOOK
- TURN PAGES
- FIT things TOGETHER

Give your baby:
- A big CRAYON and PAPER
- PICTURE BOOKS
- A CONSTRUCTION SET

22 MONTHS

Babies like to:
- FIT SHAPES
- WATCH GROWNUPS
- PUT things BACK
- COME when CALLED
- SCREW and UNSCREW

Give your baby:
- SHELVES for his toys
- HELP in putting things away
- Simple PUZZLES
- A plastic JAR with screw LID

23 MONTHS TO 2 YEARS

Babies like to:
- Use 3 WORD SENTENCES
- RUN
- HELP with household tasks
- Hear RHYMES
- Work with their FINGERS

Give your baby:
- A DOLL or TEDDY
- A TOY to RIDE
- A MOTHER GOOSE BOOK
- FINGER manipulative toy

FOR PARENTS OF PRE-SCHOOL CHILDREN

AGE	PHYSICAL	MENTAL	SOCIAL	EMOTIONAL
At Two	Large muscle development. Runs, vigorous, energetic, collapses with fatigue. Rhythmic. Dawdles.	Observant. Puts words together. Learning tied to first hand experience. Imitative. Tests self and others. (Sensory Motor Stage just ending).	Very active. Wants to be independent and do things for herself in own way. Hard time making up mind and changes it quickly. Shows flashes of temper and changes of mood. Not yet able to share.	Working on AUTONOMY. Has mind and will of her own. Going through dependency-independency struggle. Begins to become person in her own right.
At Three	Good balance, skeleton lengthening. Large muscles well developed (i.e. legs for running) small muscles beginning to develop (i.e. fingers for using scissors). Near-sighted. Learning to jump. Calls attention to development "watch me."	Language skills emerging. Interest in words. Talkative. Questioning. Child begins to take another's point of view. (Pre-operational stage, lasts until about 6).	Continues to understand more than she can say. Beginning to share. Sociable, Egocentric. Enjoys adult conversation and attention.	Is working on self-reliance, self-assurance, making choices. Continues to work through self-control or loss of self-control.
At Four	Small muscle control developing. Cause and effect relationships. Verbalized in solving problems. Prefers children to adults.	Imaginative. Fears may surface: dark, animals, etc. May have imaginary companion. Talkative. Can wait for short periods.	Prefers children to adults. Defies parents. Likes nonsense words. Focus on detail. Very active. Starts things that she may not finish. Very energetic. Great talker, tells many stories, tending to exaggerate.	Working in INITIATIVE. Enterprising, adventurous, energetic. Willing to take risks, bold, has lots of energy and is an "inventor."
At Five	Hops and skips, throws ball. Has increasingly good coordination, masters buttons and shoe laces. Habits of eating, sleeping and elimination fairly well established. Occasional accidents. Defined hand preference.	Sensory. Well-adjusted, talks incessantly. Reliable, stable. Can symbolize thoughts through drawings. Focus on detail. Begins to see things as a whole. Imagination is noted and is in an overall creative period.	Makes up meaningless words with lots of syllables. Laughs, giggles. Imitates adults in her play. Friendly, outgoing, certain everyone likes her. Cooperative.	Observes and imitates behavior of adults, curious. Shows beginning of responsibility for actions and self-assertiveness within the limits of conscience.
At Six	Legs lengthen. Can turn somersaults. Brain has completed growth in size. Six year permanant molars appear. Begins to lose front baby teeth.	Judgment beginning to develop. Rules are more meaningful. Child knows consistancy of objects even though appearances change. Enjoys the acquiring of knowledge and skills. (Operational Stage begins, lasts until age 12).	Interested in carrying through. Depends less and less on others for washing, eating, toileting, etc., pride in independence. Pride in appearance.	Beginnings of ACCOMPLISHMENT. Sense of industry - steady, works to apply knowledge, interested in "productive labor." Likes real tasks that can be carried through to completion

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FOR PARENTS OF SCHOOL AGE CHILDREN

AGE	PHYSICAL	MENTAL	SOCIAL	EMOTIONAL
6-7-8 Years	Slow to gain in height and weight. (2-3 inches and 3-6 pounds a year). Greater skill with hands. Watch for childhood communicable diseases. Sleeps 11-13 hrs.	Can tell time. Active, noisy and busy. Likes adventure stories. Lively conversationalist. Beginning to know right from wrong.	Sense of humor. Enjoys group play. Fights are frequent but do not last long. Sex play may occur. Modesty increases.	Is highly critical of own efforts. Repeats performances in an attempt to improve. Sense of accomplishment continues to develop.
9-10-11 Years	May be "long-legged." Permanent teeth continue to occur. Appetite good. Sleeps 10 hrs. Growth spurt in girls. Menstruation may begin.	Discusses abstract ideas such as honesty and justice. Organizes knowledge into classes that become more complex. Can master subject matter in areas in organized fashion. Can think inductively and deductively.	Is a hero worshiper. Belongs to gang of own sex, intolerant of opposite sex. Highly influenced by friends. Has a well-developed sense of fair play.	Conscious of differences from other children. Easily embarrassed. Wants to be like others in dress, manners and privileges.

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FOR PARENTS OF ADOLESCENTS

AGE	PHYSICAL	MENTAL	SOCIAL	EMOTIONAL
12-13 Years (Early Adolescence)	Girls develop breasts, are usually taller and heavier than boys of same age. Growth spurt in boys begins. Awkwardness common, posture poor. Appetite increases.	Disregards hobbies that earlier tied her to childhood. Beginning of independent-dependent struggle. (Creativity Stage begins, lasts until about 17).	Becomes less involved in family activities. Reluctant to accept adult advice or criticism. No longer the compliant, agreeable, disciplined child. Child is questioning, talking back, testing out.	Working on IDENTITY. Needs reassurance about temporary differences from others in size and development. Retains many dependent needs (clothing shelter, support) but also wants independence. Clarifies who she is.
14-15-16 Years (Middle Adolescence)	Boys are in period of growth spurts, voice deepens. Girls have usually achieved maximum growth. Menstruation established, though may still be irregular. Pimples are a common problem.	Risk taking common as person tries to prove self to be fearless, powerful or sexy. Begins to be able to respond to life with fully developed mental capabilities.	Strong "peer" group allegiance. Is likely to be critical, argumentative, and unsure of self. In disagreements blames both self and parents. Friends seem more important than parents. Friends provide support. Need for adolescent to achieve emotional separation from parents.	Indulges in fads, language, music and dance of the day. (i.e. "If I don't dress, talk, or look like my parents I am really separate from them). Working on what are life goals and how others see her.
17- (Late Adolescence)	Sleep reaches its adult pattern. All permanent teeth except wisdom teeth.	Principal growth task is to become a competent, worthwhile, independent adult.	Further emancipation and assumption of adult roles. Severs ties with family - may move out.	Working on INTIMACY. Can share intimate relations with other friends, or sex partners. Can relate to others in an intimate way.

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DEVELOPMENT CHARACTERISTICS OF CHILDREN

Directions: Match the developmental characteristic on the right with the characteristic age of child on the left.

_____	1. Infant	a.	Likes to be rocked and held.
_____	2. 2 year old	b.	Working on becoming an independent adult.
_____	3. 3 year old	c.	Highly influenced by peers.
_____	4. 4 year old	d.	Likes nonsense words.
_____	5. 5 year old	e.	Observant--puts words together.
_____	6. 6 year old	f.	Comes when called.
_____	7. 6-7-8 year old	g.	Talks incessantly.
_____	8. 9-10-11 year old	h.	Judgment begins to develop.
_____	9. 12-13 year old	i.	Interested in words.
_____	10. 14-15-16 year old	j.	Shows flashes of temper and changes of mood--not yet able to share.
_____	11. Late adolescence	k.	Reluctant to accept adult advice or criticism.
		l.	Begins to respond to life with fully developed mental capabilities.

TEACHER ANSWER KEY

1. a, f
2. e, j
3. i
4. d
5. g
6. h
7. h
8. l
9. k
10. c
11. b

CHILD DEVELOPMENT: MEET BASIC NEEDS

Module 20: Apply effective discipline

COMPETENCY/SKILL: Apply physical, social, intellectual, and emotional principles to promote development of a child.

PERFORMANCE OBJECTIVE:

1. Condition:

   a. Given children to guide

2. Task: Individual will be able to apply effective discipline.

3. Response to evaluation instrument.

STUDENT LEARNING OBJECTIVES:

1. Comprehend how verbal messages affect children.

STUDENT LEARNING ACTIVITIES:

1. Role play common verbal messages regarding discipline from adults. Use attachment 20.2 for possible situations.

2. Have each group present their role play to the class.

3. Have the class summarize the effect on the child.

4. Discuss alternative ways to deal with the same issues.

EVALUATION ACTIVITY: Verbal Messages (See Attachment 20.5)

Content

Guiding Children's Behavior: A Positive Approach

Discipline or guiding behavior is not just words, or techniques, or a set of rules. It is a total climate, ambiance, atmosphere of home and the way parents behave toward children in good and bad times. Sometimes we succeed, sometimes we fail. Parents modeling love and caring can be the most important factor.

Today we hear a lot of words used interchangeably when talking about guiding our children's behavior. Some are: discipline, punishment, misbehavior, guiding behavior, consequences, and rewards. With all these terms, is there any question why parents use a variety of techniques with their children. It is hoped the information provided will help parents distinguish among the techniques and get new ideas that fit with them and their children, especially, since employed parents experience a "time crunch."

Discipline contributes to a child's growth and development by teaching him or her to handle difficult situations. It is the parent's right and responsibility to provide discipline, so that a child may grow and learn to get along comfortably with others. Discipline is used to control negative behavior and to TEACH POSITIVE BEHAVIOR. Clarification of popular ideas about guidance and discipline values and practices is needed.

"Your Verbal Messages of Discipline"

	EFFECT ON CHILD
1. Shaming	Makes the child feel bad about him/herself.
2. Comparison with others	1. Makes child feel bad about himself. 2. Encourages child to judge self by what others do rather than setting own internal goals.
3. Scaring a child with threats to his security	1. Fear that significant parent will put him in a vulnerable position. 2. Establishes a pattern of dishonesty in adults dealing with children. Child will not believe what the adult says.
4. Threat of withdrawal of love	1. Fear of losing basic security.
5. Bribes	Encourages child to think that compliance with adults should be contingent upon material reward.
6. Name calling	Make a child feel worthless.
7. Silent withdrawal of adult: not talking about obvious conflict	1. Encourages the child not to deal with conflict. 2. Allows the child to misinterpret the meaning of the adult silence.
8. Making child apologize when she does not feel sorry	Teaches the child to deny his true feelings and act in a dishonest way.
9. Assuming that the child is to blame for something without knowing for sure	1. Makes a child feel wronged without being given a fair hearing. 2. Makes a child feel that assigning blame is more important than solving the problem.
10. Making all decisions for child	1. Teaches child that he/she is incapable of doing anything for self. 2. Teaches child that he/she doesn't have good judgement; therefore is not competent.
11. Bringing up old mistakes of child	1. Makes child fear that he/she will not be forgiven for mistakes made. 2. Opens painful wound repeatedly.
12. Laughing at child	Makes child feel worthless.

Materials drawn from the work of Ann J. Carlson.

Attachment 20.3

BASIC PRINCIPLES IN DEALING WITH CHILDREN
by Dr. Rudolf Dreikurs

Golden Rule:
"Do unto others as you would have others do unto you." This is the basis of democracy, since it implies equality of individuals.

Mutual Respect:
Based upon the assumption of equality is the inalienable right of all human beings. No one should take advantage of another - neither adult nor child should be a slave or a tyrant.

Encouragement:
Implies faith in the child as he is discouraged and believes he cannot succeed by useful means. The child needs encouragement as a plant needs water.

Reward and Punishment:
Are outdated. A child soon considers that punishment gives him the right to punish others and the retaliation of children is unusually more effective than the punishment of adults.

Natural Consequences:
Utilizing the reality of the situation rather than personal power, can exert the necessary pressure to stimulate proper motivation. Only in moments of real danger is it necessary to protect.

Action Instead of Words:
In times of conflict. Children tend to become "mother-deaf" and act only when raised voices imply some impending action, and then respond only momentarily. Usually the child knows very well what is expected of him. Talking should be restricted to friendly conversations and not used as disciplinary means.

Withdrawal:
Effective counteraction. Withdrawal is not surrender and is most effective when the child demands undue attention or tries to involve one in a power contest. He gets no satisfaction in being annoying if nobody pays attention.

Withdrawal from the Provocation, Not from the Child:
Don't talk in moments of conflict, but friendly and pleasant contacts are essential. Have fun and play together. The less attention the child gets when he disturbs, the more he needs when he is cooperative.

Don't Interfere in Children's Fights:
By allowing children to resolve their own conflicts, they learn to get along better together. Many fights are provoked to get the adult involved and by separating the children or acting as judge, we fall for their provocation, thereby stimulating them to fight more.

Take Time for Training and Teaching the Child:
Essential skills and habits. If a mother does not have time for such training, she will spend more time correcting an untrained child.

Never Do for a Child What He Can For Himself:
A "dependent" child is a demanding child. Most adults underestimate the abilities of children. Children become irresponsible only when we fail to give them opportunities to take on responsibility.

Understanding the Child's Goal:
Every action of a child has a purpose. His basic aim is to have his place in the group. A well behaved and well-adjusted child has found his way toward social acceptance by conforming with the requirements of the group and by making his own useful contributions to it. The misbehaving child is still trying, in a mistaken way, to gain social status.

The Four Goals of a Child's Misbehavior:
The child is usually unaware of his goals. His behavior, though illogical to others, is consistent with his own orientation-
#1 - Attention getting...wants attention and service
#2 - Power...wants to be the boss
#3 - Revenge...wants to hurt us
#4 - Display of inadequacy... wants to be left alone

Our Reactions to a Child's Misbehavior Patterns:
#1 - Feel annoyed...wants to remind and to coax
#2 - Feel provoked..."you can't get away with this!"
#3 - Feel deeply hurt..."I'll get even!"
#4 - Feel despair..."I don't know what to do!"

Fallacy of First Impulse:
By acting on our first impulse, we tend to testify the child's misbehavior patterns, rather than to correct them.

Minimize Mistakes:
Making mistakes is human. We must have the courage to be imperfect. Build on strength, not on weakness.

Danger of Pity:
Feeling sorry for the child, while natural, often adds harm to an already tragic situation and the child may be more harmed by the pity than by the actual tragedy. Life's satisfactions depend on one's ability to take things in stride. Feeling sorry for someone leads to his self-pity and to the belief that life owes him something.

Don't be Concerned with What Others Do:
But accept responsibility for what we can do. By utilizing the full potential of our constructive influence, we do not have to worry about what others may do to the child. Compensation for the mistakes of others is unwise and overprotection may rob the child of his own courage and resourcefulness.

A Family Council:
Gives every member of the family a chance to express himself freely in all matters pertaining to the family as a whole and to participate in the responsibilities each member has for the welfare of the family. It is truly education for democracy and should not become a place for parents to "preach" or impose their will on children, nor should it deteriorate into a "gripe" session. The emphasis should be on "What Can We Do?"

Have Fun Together:
And thereby help develop a relationship based on mutual respect, love and affection, mutual confidence and trust, and feeling of belonging. Playing together, working together, sharing interesting and exciting experiences lead to the kind of closeness which is essential for cooperation.

- The Elementary Principal

Attachment 20.4

YOUR VERBAL MESSAGES OF DISCIPLINE

TECHNIQUE	EFFECT ON CHILD
1. SHAMING: "Look at what a sloppy job _____ did cleaning up her room."	
2. COMPARISONS WITH OTHERS: "Tuck your shirt in. Look at Suzy. She always looks nice when she comes to school."	
3. SCARING A CHILD WITH THREATS TO HIS SECURITY: "I'll throw you out of the car if you don't settle down. " "I'll call the police if you don't behave and he'll come and put you in jail."	
4. THREAT OF WITHDRAWAL OF LOVE: "Mommy doesn't love you when you hit your little brother."	
5. BRIBES: "if you get dressed real quick, I'll give you some gum."	
6. NAMECALLING: "Can't you ever do anything right, you numb-skull. Now you've broken the car window."	
7. SILENT WITHDRAWAL OF ADULT: not talking about the conflict.	
8. MAKING A CHILD APOLOGIZE WHEN HE/SHE DOES NOT FEEL SORRY	
9. ASSUMING THAT THE CHILD IS TO BLAME FOR SOMETHING WITHOUT KNOWING FOR SURE.	
10. MAKING ALL DECISIONS FOR CHILD: Assumes the child cannot make "good" decisions.	
11. BRINGING UP OLD MISTAKES OF CHILD.	
12. LAUGHING AT CHILD.	

Materials drawn from the work of Ann Carlson.

VERBAL MESSAGES

Directions: Describe the effect of the following verbal messages on children. Rewrite each message so it will have a positive impact on children.

1. "Mommy won't love you when she finds out you bit Joe."

   Summarize effect on child:

   Re-Write message:

2. "Can't you do anything right, you numb-skull! Now you've broken the car window!"

   Summarize the effect on child:

   Re-write message: